



Universal Education—The Safety of a Republic.

VOL. XVII.

ST. LOUIS, JULY 10, 1884.

No. 7.

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AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

I. XVII.

ST. LOUIS, JULY 10, 1884.

No. 7.

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ST. LOUIS, JULY 10th, 1884.

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ITS MONEY VALUE.

A BROAD, as well as in the States, in which we issue regular editions of this Journal, its potency and power for good is not only felt, but acknowledged.

The Educational Courant, in speaking of the money value of this Journal to the teachers of the country, says:

"A year or two ago the editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers, and patrons, would reimburse each teacher four-fold its cost in one year. The teachers caught the idea, and zealously aided until 150,000 copies were circulated for the year. At the close of the school year the report of the Superintendent of Public Instruction for Missouri, showed an average increase of teacher's wages of \$19.62. Of course, it was not claimed that all credit for this was due the JOURNAL, but, that it was an active and prompt factor in securing such a result no intelligent person will deny."

THE attendance at the Manual Training school department of Washington University, St. Louis, is now over 200, notwithstanding the silly pronunciamento of the President of the State University against manual labor.

OFFICERS.

THE Committee on Nominations for officers of the Missouri State Teachers' Association, at Sweet Springs, made the following report, which was accepted and adopted:

For President, N. B. Henry, Cape Girardeau.

Vice Presidents: R. D. Shannon, Louisiana; G. W. Smith, Boonville; W. J. Hawkins, Nevada; G. W. Turner, Richmond.

Recording Secretary, F. V. Loos, New London.

Assistant Recording Secretary, L. B. Coates, Hamilton.

R. R. Secretary, G. W. Krall, St. Louis.

Treasurer, J. A. Quarles, Lexington.

The Committee on Time and Place reported Sweet Springs as the place of meeting, the 4th Tuesday in July, 1885, as the time.

The meeting was in all respects one of the best and most profitable ever held in the history of the association. Full reports were in type, but crowded out of this issue.

CANNOT the teachers in each county unite in furnishing the county papers with educational matter—either original or selected—placing it in the hands of one of their number to revise and prepare for the press? By so doing, the discussion of general principles and of special local issues and better methods could be made universal throughout each State. We furnish in these twenty pages you see abundant material to clip from on methods and on the importance of sustaining our teachers liberally. The result has been an increase of wages of \$19.62. Keep up the fire!

THE fifth annual session of the Dade county, Mo., summer normal will commence July 7 and continue four weeks. Prof. E. R. Booth, of Washington University, assisted by Prof. W. T. Hamner, county superintendent, will conduct it. Prof. Hamner has worked up a strong interest in school matters in Dade county.

OUR subscription list—thanks to our friends—is growing faster, to-day, than ever before. The teachers in every State begin to realize the fact that it pays them to circulate this Journal. If each one of them can secure an average increase of \$19.62 for the investment of \$1.00, it becomes easy to convince them to take and pay for and read and circulate this Journal!

LAST month in Missouri one University had twenty-nine men and two women as graduates. One manual training school had twenty-nine boys to graduate. Three colleges had eleven men and eight women as graduates. St. Louis Normal school had sixteen graduates—all women. St. Louis high school had thirty-four girls and twelve boys as graduates. Three other high schools, seventeen girls and one boy in graduating classes. Four seminaries graduated thirty-one girls.

DR. LAWS, the President of the State University, would have the wages of every common school teacher in the State of Missouri and every other State, too, reduced to \$20 per month and a three months' term of school, only for the "po white trash." There are a few who are unwittingly aiding him to bring this state of things about. The effort will not prove a success.

PERSONS wishing to attend the South East Teachers' Association, at Ironton, must send to the Secretary, Kate A. Jones, 2935 Manchester Road, St. Louis, for order for round trip tickets over Missouri Pacific or Iron Mountain railroads.

MR. W. H. HILYARD, county superintendent of Monroe county, Ills., opens an institute at Columbia, July 21st. You had better send for the circular announcing this meeting and see what he proposes to do.

"ROSE-OF-TANGLEWOOD" is, as usual, spicy and true.

COME TO STAY.

WE have not only been able to increase the wages of every teacher in Missouri \$19.62 per year, but we have also persuaded the people to increase the length of the school term—to build better school houses and more of them, and “to give our teachers some tools to work with.” They have thus been enabled to do more and better work for the children in the school room, and for the people outside the school room.

The increased wealth of the State of Missouri last year, amounting to over sixty-three millions of dollars, is another cause for special congratulation. We are abundantly able to pay our teachers better wages.

The discipline of mind and body—the culture of right habits constantly inculcated in our schools—insures not only the accumulation of wealth, but its *right use* as well. Altogether, we are, with those who have worked with us more than happy and hopeful over these substantial results achieved.

They make a solid foundation upon which to build, upon which we are building for the future.

Wherever and whenever in the schools we train a child to industry, to virtue, to intelligence, truthfulness and a patriotic public spirited citizenship, we give back to the community a *thousand fold* more than this training costs!

A SETTLED CONVICTION.

PUBLIC opinion on some phases of our public school system has ripened into a settled conviction. Compulsory school attendance has come to be one of these, and a very important, settled conviction.

Mr. Jas. E. Cowan says:

“I am in favor of compulsory education. Children must be taught obedience as well as letters to make good citizens, and in the school is the only place that many will acquire either or both. Together they must constitute a barrier against crime. As secretary of the house of refuge board of our city it can be safely said that among the thousands that have been there cared for *no child* that has passed through our St. Louis common schools have ever been sent there for crime.”

BOTH DESIRABLE AND FEASIBLE.

W. H. Black says: “In answer to your note, I beg leave to say that I believe in both the desirability and feasibility of compulsory education. It would reduce the hoodlum class, minimize pauperism, improve wages, elevate the race, and give the greatly needed intellectual qualification to voters.”

G. Conzleman: “It seems to me to be the *right and duty* of the State to compel negligent or careless parents to send their children to school, how-

ever much I may question the propriety of interfering with personal freedom in other respects.”

Dr. Chas. A. Todd: “The establishment of compulsory education is a *duty* owed by the community both to the republic and to the rising generation. Compulsory ignorance is an immeasurably greater wrong than any temporary inconvenience that may result from the forced attendance at the schools.”

A MEASURE OF PREVENTION.

F. M. Crunden: “I regard compulsory education as a natural corollary of a free public school system; that all the arguments which prove the latter to be necessary to the maintenance of a stable Republican government apply with equal force to the former. Society, it is acknowledged by all, has the right to adopt the severest measures of repression and punishment in its own defence. On what ground then can anyone object to the adoption of this much more effective, and at the same time milder, (even beneficent) measure of prevention?”

Bishop C. F. Robertson: “With the limits you suggest of age and scholarship, and with the matter kept in view of the need for many to give a large attention to mechanical pursuits, so that immaturity shall not be taken advantage of for profit, I think that the logical completeness of our common school system would require that attendance at some efficient school, public, parochial or private, should be insisted on.”

MANUAL TRAINING.

PROF. C. M. WOODWARD, of the Manual Training school of Washington University, in a recent article for one of the daily papers, explains at length that they do not aim at all to teach specific trades, but to give pupils a general knowledge of the making and use of tools and of machinery and of wood-working that they can take hold of any specific work which in after years they may be called upon to do. In fact the “tool training” is similar to the training in the common branches of education given in the public schools.

Prof. Woodward says:

“During the total allowance of 380 hours, which in the first year every boy of the class must devote to wood-work, the boys are learning some of the preliminary steps and essential features of several woodworking trades. The sharpening of chisels, gouges, bits and planes; the filing and setting of saws; learning to square up and lay out work with precision; the cutting of mortises and tenons; the details of nailing, glueing, pinning and dovetailing; various kinds of inside and outside turning, chucking

and fitting, &c., &c. All these belong equally to the cabinet-maker, the chair-maker, the pattern-maker, the wheelwright, the house carpenter, the stair-builder, the cooper, the car-builder, the wood-carver, and so on. While thus learning the intelligent use and care of tools and materials, our boys become quite proficient in making and using what are called ‘working drawings.’ This last accomplishment is essential to intelligent progress in any trade, and in this school only intelligent progress is aimed at.”

After describing various other processes of work and instruction, Prof. Woodward says:

“Now, whether our boys become mining, or civil or mechanical engineers; architects or builders; lawyers or surgeons; farmers or mechanics; merchants or manufacturers; writers or teachers, it seems clear to me that this training will give them additional power, both in moulding circumstances and in their intercourse with men, taught and untaught, skilled and unskilled. So that on leaving our doors our students are still free; they have had a liberal training. We have brought them up to the thresholds of all the honorable occupations. They may not know in which career they are most certain of success, but they are likely to know what to avoid, and where they can ‘act well their parts’ and so win honor, if not wealth.”

AN INCREASE OF WAGES.

THE fact of the average increase of wages paid to every teacher in Missouri of \$19.62, is officially stated on page 6 of the Report of the State Sup’t Hon. R. D. Shannon, dated Jan. 3, 1883.

Of course we take great pleasure and some honest pride in the work done by *this* journal in securing this legitimate increase.

The teachers earned it and richly deserve it. Dr. Laws and his confreres to the contrary, notwithstanding Dr. Laws states and reiterates the statement that “our teachers are paid too much money,” that they teach too much, that the “normal schools” teach too much.

He would abolish the normal schools and remand the teachers back to a three months’ term of “poor school,” and reduce the wages to \$20 per month! We think he has taken a large contract. We don’t believe he can “deliver the goods.”

A few teachers and some others, who ought to *know* better, are unwittingly helping Dr. Laws in this crusade; but, altogether, these efforts will be failures and separately they will fail.

Our teachers will teach more instead of less; they will be paid

more instead of less; they will *earn* more instead of less.

We have constantly, for more than seventeen years, in this journal, urged both the justice and the necessity of paying our teachers better wages, and the result of this is an average increase of \$19.62, officially reported.

This result has been secured not only in Missouri, but in other States where we circulate regular editions of this journal.

With this increase of \$19.62 in the wages of our teachers, they can buy a few books or take a little trip for recreation, or circulate a few more copies of this journal among their patrons.

This increase of \$19.62 ought to be more than doubled this year with the vast increase of wealth in the State amounting to over *sixty millions* of dollars. The teachers have done their full share in securing this wealth and they are justly entitled to a liberal recognition in its distribution for services rendered.

THE WORK OF THE SCHOOL.

BY ANNA C. BRACKETT.

ALL life is an education or, as the Germans say, a discipline. But by the term education we generally mean that part of life which comes before the individual is grown up.

Many in using the word apply it only to the discipline received by the child in school. And, in fact, this is the general use of the term, so that if we hear that a child is being *educated*, we at once think of a school. An inconvenience may, and in fact does, arise from this narrowing down of the meaning of the word, in that people are too apt to take it for granted that if the child fails in any one particular, it is the fault of the school. Hence come two evils: first, the introducing into the school of many things which do not properly belong there, the overtasking of the teachers and a sort of mental dissipation of the pupils; second, a fault-finding with the schools for failures for which they are not justly responsible.

It becomes desirable, therefore, on many accounts to define a little more carefully than usual the province of the school as one and but only one factor in the education of the child.

And, to begin with, there are certain parts of education which must have been accomplished in the family before the child is fit to enter the school at all, and before the school can rightfully deal

with him. The child at birth is a mere animal. Potentially, he is much more; but if left to himself he would grow up a savage. Received into the family, he comes into different relations with the father and mother, sisters and brothers and dependants. Here he must at first acquire the habits of civilized life; cleanliness, proper ways of eating, walking, speaking, dressing. On a higher plane, he must learn respect for superiors, justice to equals, kindness to inferiors, self-control, a habit of truth-speaking, and to a certain extent, regularity, order and punctuality.

Not until these lessons have been all pretty thoroughly discerned is the child ready to enter a school. And to teach them, requires not less than six years' hard labor. That too often the family fails to do its work properly is the reason why so much difficulty arises in school government, and why the school, over-weighted with this undone work, in addition to its own, often fails to do either.

When the child enters the school, he finds himself—if it is what it should be—a member of an organized community. At home, if he failed to do his duty, perhaps an indulgent mother did it for him. In school, if he does not do it, it remains undone and he has to suffer the evil results of his negligence. At home, he lived in an atmosphere of love and mutual self-sacrifice. At school he lives in an atmosphere of simple, even-handed justice. He can no longer find any special consideration for his little peculiarities. He is one of a band, every one of whom, so far as he sees, are treated exactly alike. Kisses and crying, so natural at home, are out of place here. His tasks are proportioned to the average strength of his class, not to his individual powers. He finds his own individual self of no more value, and meeting with no more consideration than fifty other individual selves. He gets gradually drawn out of himself. His horizon becomes wider. He is a member of a class, of a school, not only of a family. He is not praised for good work, or excused for bad, because he is the son of somebody else, but only for the sake of the good or bad work, as done by him. He begins to make friends or enemies for himself—and these are really his own friends and his own enemies. They love him or hate him for his own sake—for what he really is in himself.

I do not mean that all this is done at once. If the step from love to simple justice for instance, be too sudden and sharp in the first days of school life, the child is made miserably unhappy, or shut up so suddenly and sharply within himself as to become hard and frozen. But that school is all wrong where the child does not feel the difference at once on the first day. It is easily seen that this is a great experience to the child, taken out of the protecting and shielding love of the family.

These are the lessons not learned from books which are worth more than all the geography, arithmetic and history that he may pick up. I am sometimes tempted to say that what the child learns from the regulations of a well ordered school and from his class associations is worth more than what he formally learns from all his books and his teacher.

To deprive the child of this training—to keep him at home in the family even with the best private tutors and teachers, or even to have him in a small class at home is seriously to cripple and maim him for his whole life. I should say, perhaps, for *her* whole life, for the injury is greater to a girl than to a boy.

Sooner or later the boy will be tossed out into the waves of general society to sink or swim, and he must learn to measure himself with others and to defend himself. But a girl who passes from one family into another without the life of the school, is an unfortunate and helpless waif if the sea of fortune ever tosses her upon the shore of a desert island to shift for herself.

The school is the intermediate or half step between the family and the State. To go directly from the one to the other of the latter two, is too severe a shock. Just there the school should stand, and if it does not stand there, it has no justification for its existence. What this implies in its management we must leave for another number.

WHY should not the children ask questions? How shall they ever learn the world's queer customs save by questioning us, who, through a longer residence here, have succeeded in finding the answer to some of life's less perplexing riddles? Happy the child whose many queries are received with the consideration they deserve, as—in spite of any seeming aimlessness—the instinctive out-reachings of an immortal soul for an acquaintance with its yet unwonted surroundings.

INDUSTRIAL EDUCATION.

ON this question Hon. Henry F. Harrington, Pres't of the St. Louis School Board, says:

"Much interest is being awakened throughout our country in industrial education. The present tendency among the wealthy and influential to encourage manual training as a part of education, is indeed very encouraging to those who are intrusted with the educational interests of the country. In fact this question has a two-fold interest. On the one side, should it become one of the duties of the schools to give manual training, there is a strong probability that school life will be considerably lengthened, thus affording more time for imparting more of that general knowledge and extending more of that influence, which are so valuable to the young; while on the other hand, the superior skill in manual labor, and the increased taste for the result of the mechanical arts, will generally encourage the manufacturing interests of our country.

"The producer and the consumer will be brought into closer relations and have a common interest.

"Efforts to combine the results of a well-trained mind and a skillful hand, should be encouraged by all who have at heart the best interests of mankind.

HELPFUL SUGGESTIONS.

UNDER this head we are going to give a series of articles from leading educators, which will be of great and direct practical value to teachers in the school-room in the aiding them to teach the topics treated. The word

COMPOSITION

Is always a bug-bear in the school.

Let us see if we cannot help you out on this matter.

Prof. A. N. Raub, of Pennsylvania, gives the following twelve concise rules or suggestions on this subject.

By a careful study of them you will be able to help your pupils and make this one of the most interesting as it is one of the most profitable exercises in the schools.

1. See that your pupils have thoughts to express before they attempt to express them. The first essential is that the child has something to say on the subject selected before he attempts to write.

2. Have your pupils express their thoughts in correct language, and always in such words as they understand.

3. Do not insist that their language shall consist of monosyllables. Monosyllabic language may be strong, but language needs to be beautiful as well as strong. A

judicious intermingling of words of various lengths is the most harmonious arrangement as well as the most expressive.

4. Encourage pupils to read, and then to reproduce what they have read, either in newspapers or in the works of standard authors.

5. Encourage them to refer to the dictionary whenever in doubts as to the correct meaning or the proper application of the word.

6. Encourage them to read the best and most classic authors, to discover, if possible, the essentials which make their style pleasing. Reading literature of a captivating style will tend to give one power to form a pleasing style of one's own.

7. Ease of expression may be acquired by constant practice, but also by copying and memorizing the productions of the elegant writers in one's own language. We naturally imitate the style of those writings with which we are most familiar, and their methods of expression to some extent model ours.

8. Give occasional exercises in transposing poetry to prose. This will require the learner to remodel many of the sentences and express them in a different form.

9. Exercises in paraphrasing are excellent. Let the pupil take some popular proverb and write an explanation of it.

10. See that the pupils do not attempt to select subjects beyond their comprehension. Encourage them to be original by having them write only on such themes as they understand, in having them express themselves naturally, and by giving them proper praise for even their humblest efforts.

11. Encourage your pupils to correct and rewrite what they have written, and prune, until they express themselves in the best possible manner.

12. Lead your pupils to see that composition is only telling or writing what they know or think on any subject.

"It is better to educate a child than to support a pauper or punish a culprit."

Compulsory education is not an untried experiment. It has been in operation in England and Scotland for twelve years with gratifying results. The increase in attendance in Glasgow has been 42 per cent. under the Compulsion Act; in Manchester 66; London 100; and in Birmingham nearly 200 per cent. The total cost of compulsion per child has been only about 25 cents.

KANSAS.

An effort is being made to establish, at Lawrence, a preparatory academy to the State University.

At Lawrence High school commencement exercises, there were about 2,000 spectators present and 21 graduates, nine of them young ladies, received diplomas.

A correspondent of the *Topeka Capital*, writing of teachers' salaries, says: "A county which refuses to pay a woman more than 75 cents a day for six hours exhaustive brain work, is unworthy of a place in a civilized State, and should be attached for educational purposes to a county in which public opinion is more in unison with the year of our Lord, 1884."

Kansas will have a series of successful teacher's institutes, or short term Normal schools this summer. Able instructors have already been secured. Their popular lectures in the evening, with good music, have also had a good effect in awakening an interest among the people.

Kansas, certainly, with all her property, should do better by her teachers. The institutes, we hope, will interest the tax-payers in the work they are doing, that there will be a substantial increase in the wages paid them.

Missouri has made an average increase of \$19.62 in the wages paid. Kansas could do as much, or more, and the tax-payers would not feel it at all, but the teachers would return its worth four-fold. This journal will help, positively and permanently, in this direction, if the teachers do their duty in circulating it among the people. We shall treat more of methods, and more, too, of the necessity of making liberal provision for the necessary expenses for sustaining good schools.

Let us take hold vigorously and circulate this journal. Keep the people posted; keep the public intelligently interested in the great work which our teachers are doing.

We can put twice \$19.62 additional into the hands of every teacher who will co-operate with us, as we have already demonstrated.

OUTLINE FOR BLACKBOARD INSTRUCTION

On Manners at School.

HERE are ten topics to put on to a blackboard, with suggestions as to proper comments upon them by the teacher. We

take them from a little work, "Lessons on Manners." For school and home use, by Edith E. Wiggin. Published by Lee & Shepard, Boston:

Entering and leaving room.

Laughing at mistakes or accidents.

Conduct if accidents occur.

Treatment of new scholars.

Conduct when visitors are present.

Raising hands.

Rights of property.

Distributing and collecting materials.

Conduct at looking-glass and drinking place.

In relating occurrences, when to speak of one's self.

We must not forget to say "Good morning" to the teacher when we first see her before school; or, if we stop after school to speak to her, "Good afternoon" when we leave. If a boy comes back into the room after dismissal, he must remember to take off his hat.

It is rude to laugh at mistakes or awkwardness: nothing is more ill-bred as well as unkind. If an accident occurs we should not laugh, unless it is so amusing that all can join without hurting the feelings of the one concerned.

If an accident happens to the dress or property of teacher or classmate, we should offer our assistance quietly, if we can be of use, or else not appear to see it, and by no means call attention to it.

We ought to try to make a new scholar feel at home,—help him to become acquainted with the others, tell him the rules and customs of the school, and assist him at first in his lessons if he needs it. We ought not to stare at him when he enters or rises to recite, or smile if he makes a mistake. It is kind to draw him into games at recess until he forgets he is a stranger. We should be especially careful to do all this if the new scholar is poorly or peculiarly dressed, or is crippled, or unfortunate in any way.

When visitors are present, we must be sure to behave as well as at other times. If reading or singing is going on, we should pass them a book, handing it properly, and should treat them as politely as if they were at our houses. When the teacher is engaged with company, we should not disturb her with unnecessary questions, but busy ourselves until she is at liberty.

To raise hands when it can be avoided is an impolite interrup-

tion of school work, and is as rude as talking too much in company. To raise the hand when a teacher or scholar is speaking is the same thing as to interrupt them with a remark or question.

We must respect the rights of property. It is wrong to take a garment, book, or other article before or after school without asking permission. If anything is borrowed, it should be returned promptly with thanks.

If we are distributing materials to the class, we should hand articles quietly and politely to each in turn, and in collecting never snatch a book or paper.

When a number of scholars are waiting for a drink at recess, we sometimes see them crowd and push one another, each trying to serve himself first. It makes us think of cattle at a watering-trough. The cattle know no better, but boys and girls do. The polite way is for each to stand back and wait his turn. This is not only the pleasantest but the quickest way for all to be satisfied. If boys and girls are waiting together, every gentlemanly boy will wait for the girls to drink first, and the girls should accept his politeness in a polite manner.

The same remark applies to conduct in the dressing room before school. Scholars should quietly wait for others to hang up clothing and use the looking-glass, instead of pushing forward to secure the first chance.

These early habits of courtesy or rudeness will cling to us through life. When we see people rushing for the best seats in cars or steamboats, and crowding others aside at counters and railroad restaurants, we may be reasonably sure they are those who, when boys and girls at school, pushed others away from the looking-glass and the drinking place.

In speaking of occurrences, we must not say, "I and James went." We ought to speak of ourselves last in all cases, except where mischief has been done, when we should relate our own share first.

PRACTICAL QUESTIONS.

WE give below some practical questions outside of the books, which our teachers can localize by substituting the towns and cities in the several States through which the railroads are built, which, we hope, will be found interesting and profitable:

It is 143 miles from Detroit to Stratford.

It is 59 miles from Stratford to Georgetown.

It is 30 miles from Georgetown to Toronto.

It is 69 miles from Toronto to Coburg.

It is 44 miles from Coburg to Belleville.

It is 48 miles from Belleville to Kingston.

It is 12 miles from Rockville to Prescott.

It is 46 miles from Prescott to Cornwall.

Telegraph poles are placed one hundred yards apart.

Railroad irons are each thirty feet long. Each rail weighs five hundred pounds.

Railroad ties are placed two feet apart.

A railroad car can carry twenty tons.

An engine can draw a train of thirty loaded cars.

1. How many telephone poles between Detroit and Stratford?

2. What are they worth at 62 1-2 cents each?

3. How many tons will the rails weigh?

4. How many cars will be required to move the rails?

5. What is the worth of the rails at \$27.50 per ton?

6. How many ties between the two cities?

7. What is their worth at 8 1-3 cents each?

8. Write a note, for ties, at prices given above, and compute the interest for two years, 5 months, 19 days, at 8 per cent.

9. Make out and receipt a bill for the ties.

10. How many engines will be required to move the rails?

Same questions for other distances. Then from first to third.

Draw a map showing the railroad and cities.

If our readers will mention the fact when they drop advertisers a line of inquiry in regard to the wares—that they found the matter in this journal—it will be a benefit all around.

Advertisers wish to reach the best and most influential class of people, and like to hear when and where an advertisement is seen.

Our readers are wide-awake teachers and school officers—the people who build up, who want the best things, and who are able and willing to pay for them, too, so please mention, as usual, that you saw the advertisement in the AMERICAN JOURNAL OF EDUCATION.

BUSINESS COLLEGE, LEXINGTON, KY.

We refer you to the advertisement of the renowned Commercial College of Kentucky University, situated in the beautiful, historical and society-renowned city, Lexington, Ky. Write for circulars to its President, W. B. Smith, Lexington, Ky.

PROF. C. M. WOODWARD, Director of the Manual Training school of Washington University, will sail for Europe on the Cunard steamer "Servia" July 23d. He will not only visit the places of historical and scientific interest in England and Scotland, but he will look closely and carefully into the organization and results of higher and technical education. When Mr. Wm. Mather, of Manchester, England, visited the United States last year, he became deeply interested in the work of our Manual Training school was doing, and the co-operation of this great leader in industrial training will, of course, tend greatly to facilitate the plans of Prof. Woodward while there. By special invitation, Prof. Woodward will read a paper on "Manual Training Schools" at the International Educational Conference at London, the first week in August. After this meeting, Prof. Woodward will visit Holland, Belgium, Switzerland, Prussia, Russia and France, remaining long enough to see their schools in session and at work, returning again to resume his duties in November. His numerous friends all over this country, interested in this special line of work in which he has accomplished so much, will wish him a pleasant trip, for it is really the first extended leave of absence he has enjoyed since his first appointment in Washington University—nineteen years ago.

We shall all gain largely, too, by the results of this trip, for Prof. Woodward is one of those individuals who believes in using his capital *pro bono publico*.

MISS BRACKETT's article on "The Work of the School" ought to be read by every parent as well as by every pupil in the United States. The teachers would have less trouble and a more intelligent and cordial co-operation if they should read this article to the people. Why not make a reading lesson of it for the older pupils, and comment mutually upon it as it is read? Try it.

We shall materially help the more than 20,000 teachers in Iowa if they each take hold and circulate this journal. The teachers of Missouri have secured an average increase of \$19.62 in their wages by doing this. The JOURNAL costs only \$1 per year. It seems to be a good investment.

THE school board at Ferguson have wisely secured the services of Prof. P. J. Harris another year as superintendent of the school and principal of the high school. Prof. Harris is one of the most competent and efficient teachers in the State. He will make the school at Ferguson first-class in every respect. In fact several families have already moved out there from the city to avail themselves of the advantages of the

graded school course. Prof. Harris had several flattering invitations from other cities, but Capt. Hutchison, who has been so long identified with the school, Mr. Ree, the president of the Board, and others prevailed upon him to remain and thoroughly organize and grade the school. We are glad to note these movements to hold on to competent teachers.

HON. D. W. VOORHEES, United States Senator from Indiana, has placed the whole teaching fraternity of the United States under special obligations by his masterly and unanswerable arguments in favor of "Federal Aid" for education. These arguments ought to go into the hands of every taxpayer in that State. If the teachers will take hold and circulate this journal we can do as much for them as we have done for the teachers of Missouri. Remember the JOURNAL cost only \$1.00 and we have increased the wages of every teacher in Missouri \$19.62. You see, it pays to circulate this journal!

LET PUPILS DO IT!

WOULD not these suggestions prove to be of practical value to some of our young teachers?

1. Processes should always precede principles, so that pupils may have facts upon which to reason.
2. Have pupils turn to rule in the book; let one read the first step, another put on the board an example and do what it requires, and at the same time all the class put on their slates the same.
3. Then let another pupil read the next step, the pupil at the board performing the work, the pupils at their seats doing the same.
4. So proceed, commenting on and explaining each step, until the example is complete on the board and on each slate.
5. Remember in this drill, reasons are not important. It is merely to get clearly in the mind things which may be reasoned upon as soon as they are familiarized by practice.
6. Have the pupils, at the next lesson, bring in on their slates examples solved according to the rule and show by numbers the successive steps of the rule. To provide for this, each step in the rule should be numbered along the drill and these numbers placed on their slates opposite their proper work in the example, the example being neatly arranged for that purpose.
7. Let the first example be simple and especially selected as exhibiting the regular steps of the rule.
8. Having thus established the regular, simple procedure of the rule, examples more difficult and with various exceptions may be introduced.
9. Now having made every process and every technicality familiar by

practice, proceed to the principles, or theory, in other words, to the demonstration of the rule.

10. It may be necessary for you to drill the pupils in the demonstrations by taking an example, and by questions lead them to discover for themselves every principle involved.

11. But be sure you question it out of them, and never be guilty of telling them. They can always think it out.

12. It does not follow that because, after such a drill, all the pupils say they understand it, that they do. It is your duty to give them an opportunity to express it independently by going through individually the demonstration before their class, with another example.

WHAT IS WANTED.

KEEP the facts before the people. Most of the editors and publishers of the county papers are glad to hear of and to publish items in regard to the progress of the schools.

Our teachers are all the time creating an intelligent constituency for readers of the county paper.

Publish essential things—not gossip—not disputes about grammar—not intricate, puzzling problems on mathematics. These nauseate. Nobody cares for them. Nobody cares to hear about small disputes.

All like to read rolls of honor—names of pupils who excel in punctuality, scholarship, obedience, studious habits, good manners—all these mean better citizenship—generosity, ability and productive industry, just those elements of character which bring back to our taxpayers four fold the cost of the school.

These things the people want to know about. This is the real work of the teacher—this work well and constantly done is what makes the service of every man and woman in the profession worth double what they are paid.

Publish these facts in the county papers plainly and often, and then we can do for the teachers of every other State what we have done for the teachers of Missouri, in the way of an advance in their wages.

This journal costs but \$1 per year, but we have helped, by its circulation, to put an increase of \$19.62 into the hands of every teacher in the State of Missouri. It pays, you see, to circulate this journal.

OUR associate editors are only responsible for what appears over their own signature.

T. H. PERRIN.

E. A. SMITH.

PERRIN & SMITH,

Printers, Binders and Publishers,

210 Olive St., ST. LOUIS, MO.

Refer to this paper as a specimen of their work. College Catalogue and School Printing a Speciality. Get our Estimates before placing orders elsewhere.

GAIN Health and Happiness.

How? DO AS OTHERS HAVE DONE.

Are your Kidneys disordered? "Kidney-Wort brought me from my grave, as it were, after I had been given up by 15 best doctors in Detroit." M. W. Deveraux, Mechanic, Ionia, Mich.

Are your nerves weak? "Kidney-Wort cured me from nervous weakness &c., after I was not expected to live." Mrs. M. M. E. Goodwin, Ed. Christian Monitor, Cleveland, O.

Have you Bright's Disease? "Kidney-Wort cured me when my water was just like chalk and then like blood." Frank Wilson, Peabody, Mass.

Suffering from Diabetes? "Kidney-Wort is the most successful remedy I have ever used. Gives almost immediate relief." Dr. Phillip C. Bailou, Monkton, Vt.

Have you Liver Complaint? "Kidney-Wort cured me of chronic Liver Diseases after I prayed to die." Henry Ward, late Col. 69th Nat. Guard, N. Y.

Is your Back lame and aching? "Kidney-Wort (1 bottle) cured me when I was so lame I had to roll out of bed." C. M. Tallmage, Milwaukee, Wis.

Have you Kidney Disease? "Kidney-Wort made me sound in liver and kidneys after years of unsuccessful doctoring. Its worth \$10 a box." Sam'l Hodges, Williamstown, West Va.

Are you Constipated? "Kidney-Wort causes easy evacuations and cured me after 16 years use of other medicines." Nelson Fairchild, St. Albans, Vt.

Have you Malaria? "Kidney-Wort has done better than any other remedy I have ever used in my practice." Dr. R. K. Clark, South Hero, Vt.

Are you Bilious? "Kidney-Wort has done me more good than any other remedy I have ever taken." Mrs. J. T. Galloway, Elk Flat, Oregon.

Are you tormented with Piles? "Kidney-Wort permanently cured me of bleeding piles. Dr. W. C. Kline recommended it to me." Geo. H. Horst, Cashier M. Bank, Myerstown, Pa.

Are you Rheumatism racked? "Kidney-Wort cured me, after I was given up to die by physicians and I suffered thirty years." Elbridge Malcolm, West Bath, Maine.

Ladies, are you suffering? "Kidney-Wort cured me of peculiar troubles of several years standing. Many friends use and praise it." Mrs. E. Lamoreaux, Isle La Motte, Vt.

If you would Banish Disease and gain Health, Take

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THE BLOOD CLEANSER.

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Send 15c. in stamps and we will send a dozen Assorted Pens and a box of Dixon's Agate Pencils (4 in a box) with nickel point protector and two rubber tips.

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A PRIZE. Send six cents for postage, and receive free, a costly box of goods which will help all, of either sex, to more money right away than anything else in this world. Fortunes await the workers absolutely sure. At once address TRUE & Co. Augusta Maine.

TENNESSEE

American Journal of Education.

W. E. BELL, Nashville, Tennessee. } Editors.
J. B. MERWIN, }

TENNESSEE.

THE question of "Federal Aid to Education" was so ably stated by Hon. D. W. Voorhees, United States Senator from Indiana, that we wish the entire speech could be committed by the boys and be used as a model for declamation exercises. Mr. Voorhees said:

I am here to declare what every man knows and what no one will deny, that the cause of education has been recognized in the acts of the Government itself as a national cause from the first hour of its existence until the present moment. It was recognized by Washington and in the utterances of all the fathers and framers of the Constitution. The cause of education, I repeat, was recognized and recommended as a national cause, a cause with which the welfare of the country was intimately associated.

The policy of this Government on this subject is as plain as a well-beaten path-way. When I show what the Government has done upon this very question I presume it will be conceded that no higher authority can be produced. The policy of the Government is so continuous and unbroken that it has received the support of all the wise and great in our history.

What do we see when we turn to this policy? Every State admitted into the Union since the adoption of the Constitution has received upon her admission a birthday present, as it were, a rich donation of lands, an educational endowment in behalf of the children she was to bring forth and train up for duty as American citizens. This was a present from the National Government to every State; to yours, sir [Mr. Harris, in the chair], and to mine; and what a splendid endowment it has been! Can I stand here and forget what was done for my own State? Indiana had her sixteenth section; she had her university lands; she had her land-scrip given to her in lieu of lands that could not be taken up in her own borders. Am I to ignore these facts when an appeal is made to me by people who have had thrown upon them an unnatural and abnormal condition of affairs in the liberation and enfranchisement of a whole race buried in ignorance? New States came into the Union with natural surroundings and with no exceptional burdens. The Southern States are struggling to-day with a problem heretofore unknown in human history, and with a responsibility far beyond their power to meet. But with no such appalling circumstances surrounding the other States of the Union, the policy of this Government toward them has been all the time in the exercise of that power which is now denied by the Senator from Alabama [Mr. Morgan] and other Senators on this floor, when it is invoked for the relief of the afflicted States of the South.

We are glad to call attention to the Monteagle system of summer schools, comprising:

1. Normal Institute.
2. Teachers' Retreat.
3. School of Languages.
4. School of Painting, Drawing, Music, Elocution, etc.

Schools open Tuesday, July 1, 1884, and close Friday, August 8, 1884. Address, for circular of information, DR. J. H. WORMAN, Professor in Vanderbilt University, Nashville, Tenn., Superintendent of Instruction.

THE reports of the wheat crop, collected by a correspondent of *The Times* of New York, show that its aggregate amount will probably be about 505,800,000 bushels, or an increase of 50,000,000 over the aggregate crop of the last five years. Wheat brings money, and lots of it.

THE Monteagle Summer Normal Institute is specially authorized and approved by Superintendent Thomas H. Paine, of Tennessee, as the "Institute for Central Tennessee," but it is open free to all teachers of this country. Its members will receive several visitor's tickets to all the other schools and admission to all the lectures, concerts, ideal trip to Europe and on this continent, stereopticon exhibitions, etc. No other Normal Institute in this country affords such advantages, besides the opportunity of association with the leading teachers, lecturers, artists, etc. There will be daily conferences for discussion of educational topics open for participation to all teachers.

To those who find the trip to Madison, Wis., costing too much in time and money, this gathering at Monteagle, Tenn., will be found to be of special value.

IF the State has the right to compel the provision of educational advantages upon the ground of public welfare, she has the right to enforce participation in what is provided; and upon the same ground the right becomes a duty.

MR. S. S. WOOLWINE, of the Southern School agency, at Nashville, Tenn., is doing an admirable and much needed work in placing reliable and competent teachers in schools and families in the South and Southwest. He also rents and sells school property and is considered both reliable and responsible. We commend this agency to those who desire to secure teachers.

HORSFORD'S ACID PHOSPHATE
Makes a Cooling Drink.

Into half a tumbler of ice water put a teaspoonful of Acid Phosphate; add sugar to the taste.

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Courses in Chemistry, Pure and Applied, in Civil and Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy, and Geology, in Biology, with special reference to preparation for a Medical Course, and in General Scientific Studies, with English, French, and German, Political Economy, History, etc.

For programme, address Prof. Geo. J. BRUSH, Executive Officer, New Haven, Conn. 17-J-6-tf

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Affords unsurpassed facilities for Musical Education in every department of the art. Special facilities for Concert performers.

Pupils can enter at any time.
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Tuition and all expenses very low, advantages considered.
Tuition (save in music and art) commonly free to candidates for the ministry and children of ministers.
Equal advantages to ladies and gentlemen.
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N. J. MORRISON, D. D., President.
17-A 11

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Founded 1857. Endowment, \$110,000. Buildings and apparatus \$30,000. 171 young men in attendance from 6 States, under 8 experienced Professors, each a specialist. An excellent preparatory department fits students for college. No vicious or idle students allowed to remain. Necessary expenses low. 35th term opened September 6th. For catalogue, address
16-101f E. R. HENDRIX, D. D., Pres't.

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For the special preparation of teachers. The full course of study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar School Department furnishes excellent facilities for obtaining a good, practical education. Tuition, \$25 per year. Terms begin Sept. 8, 1884 and March 17, 1884. For particulars address Edwin C. Hewett, President, Normal Ill. 17-J-1-17

WOMAN'S MEDICAL COLLEGE OF CHICAGO.

The annual session commences about the first Tuesday in October, and continues thirty-on weeks.

The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges.

Prof. Wm. H. Byford, A. M., M. D., Pres't.
For information or announcement, address Prof. David W. Graham, M. D., Sec'y. 17-m-3ly

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Mine Engineering.—Exploration of Veins, Ore Concentration, etc., etc.

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Chemistry and Metallurgy.—Theoretical Chemistry, Qualitative and Quantitative Analysis, Metallurgy by lectures, Assaying.

Preparatory Department.—Thorough Course of two years.

Tuition, \$20 per year. Fall Term, September 15th, 1884.

CHAS. E. WAIT,
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G. Z. WHITNEY,
Secretary,

17-7-8-9

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Near Thorp's Spring, Tex.

Organized, 1873; private; faculty, 12; course, 4 years; library, 1,500 volumes and 1,000 pamphlets; tuition, \$36 per annum; board \$3 per week; 420 students; 6 graduates in 1883; value of apparatus \$500.00; value of grounds and buildings twenty thousand dollars.

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17-E-J President.

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This Institution is the leading Business College in the West. The past year there have been in attendance nearly 600 students, representing twenty States and Territories, with a graduating class numbering over one hundred.

Every department is conducted by practical and experienced teachers who stand at the head of their profession. Two of the best penmen and teachers in America are to be found in the Normal Penmanship department, and its graduates are sought by Colleges and business men, as teachers and accountants.

College journal and specimen of penmanship free.

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D. L. Musselman
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8 FIRE BALL 8

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E. M. WILLIAMS,
255 Lexington Street,
Baltimore, Md

17-G-L

LOUISIANA.

THE Louisiana Educational association will hold its first annual session in Minden, La., the 12th, 13th and 14th of August, 1884. A large attendance is expected. The citizens of Minden will make all necessary arrangements for hospitably entertaining the members and visitors. Many prominent gentlemen will be present and deliver addresses, among them Hon. A. C. Blanchard, member of Congress from this district; Cols. Boyd and Nickolson, of State University; Hon. Warner Easton, State Superintendent of Education; and officers and teachers of several colleges of North Louisiana. Hon. W. H. Goodale, of Baton Rouge, the orator elected by the Association, will meet us.

It is expected the Louisiana Educational society of New Orleans will send a delegation to confer with us on matters of vital importance to the cause of education.

GEO. D. ALEXANDER,
Of Executive Com.

FEDERAL AID.

THE Louisiana State University and Agricultural college expects to have its endowment increased by a congressional grant of 25,000 acres of land.

A prominent newspaper, in editorializing on the question of Federal Aid, says: "What is required above everything else in the solution of the problem of illiteracy is an awakening to the fact that education is at once the first duty and the foremost advantage of a community. National help will do no permanent good unless backed by industrious and effective local effort. Money spent for schools is money put to the best possible use; and if the total taxation should be doubled for the purpose of building school houses and paying teachers the result would be a salutary and profitable one."

SCHOOL STUDIES.

THE next edition of school geographies will probably make a number of changes in the physical features of Africa and India, owing to recent discoveries in the Congo country of Africa and in the Himalayan mountain chain in India. Until this year Mount Everest was supposed to be the highest peak in the world, but a few months ago a party of scientists ascended Mount Everest and saw several peaks in the range that were higher than 29,000 feet.

American explorations now in progress in Alaska, British Columbia and Mexico will this year add to the geographical information of those countries.

The north shore line of Lake Superior has never been surveyed, and Canadian

authorities will soon begin this work, and the present imaginary shore line will be corrected.

TWO-THIRDS of all the commercial mica in the United States or about 55,000 pounds annually, valued at \$3.40 per pound, is mined in Mitchell county, North Carolina.

THE whole story of the beneficial results of the circulation of the AMERICAN JOURNAL OF EDUCATION among the people is truly but plainly stated on page 6 of Dr. R. D. Shannon's last report. He says the average increase of the wages to every teacher in Missouri was \$19.62. That is a good investment. This journal, remember, costs only \$1.00 per year.

INDIAN SCHOOLS.

THE United States government has \$3,750,000 belonging to an educational fund for Indians. The government has 106 Indian schools and 30,000 pupils in them.

IN the Indian Territory there are 14 boarding and 199 day schools having 5,000 pupils. In this Territory there are 62,000 Indians, 32,000 of whom can read; and 45,000 can talk the English language.

THE Osage tribe of Indians have a compulsory educational law for all children between 7 and 14 years old.

THE Indian school at Lawrence, Kas., anticipate for this coming term an attendance of 350 students.

CHEROKEE tribe, in Indian Territory, have 6,000 children of school age, 6 to 21 years; and 4,300 of these are enrolled in 100 schools, taught by 103 teachers, at an annual expense of \$70,000.

THE Secretary of the Interior department, in recently referring to Indian education, said: "That education is best which enables a person to take care of himself to the best advantage. Literary studies should be combined with manual labor exercises. If either is neglected, it had better be the first."

ATTENDANCE INCREASED.

J. B. MERWIN, St. Louis.

Dear Sir:—APPLETONS' CHARTS created a revolution in this school community.

The attendance of pupils, since we put these charts into the school, has increased more than one hundred per cent.

The children go home so enthusiastic over their reading lessons that they induced others to return to school.

The parents began to visit us to hear their children read, "just as they talk."

WM. SWEETSER,
Near Alton, Ill.

SCHOOL OFFICERS and patrons of the school ought not to demand that our young and inexpe-

rienced teachers should "make bricks without straw." They are too frequently put into unattractive, unfurnished school-rooms, with bare walls and hard, back-breaking, spine-curving benches, and without any "tools to work with," older teachers will not consent to attempt to do this. We cannot impart instruction to young children at the very age and time of life when only the perceptive faculties can be used without charts and maps and blackboards. Of course there must be failure and loss of time, as well as loss of the money paid for wages unless these "tools" are given.

A CITIZEN of the United States, as a representative of the Smithsonian Institute, has been commissioned to explore New Guinea. This island, in area, is as large as Kansas, Missouri, Kentucky, Illinois and Iowa combined, and geographically, nothing is known of its interior, except snow-capped mountains and two large rivers are seen from the Indian Ocean.

WE are in no immediate danger of doing too much for our teachers. The more liberally we deal with them the better. We shall get it all back again, and more too. Give them the means to buy books, to travel, to attend lectures and institutes, to culture themselves largely and liberally and broadly, and they will train the children to be wiser and better and broader.

The slight increase in the average wages of every teacher in Missouri—\$19.62—ought to be made in the wages of the teachers of every other State. We owe it to them to pay better wages, and to increase the length of the school term. Let us take steps early to secure both of these results.

THE Chicago and Northwestern R. R. will take the teachers direct from Chicago to more beauty and variety and richness of landscape and sky-scape than many of them have ever dreamed of before. Lake and river and prairie and mountain hill and dale and dell; botany, mineralogy, zoology—all these, in fact, and every point—everything which makes the marvelous Northwest so attractive and instructive can be reached on the line of this magnificently equipped and splendidly managed railroad. It is well worth a trip from New England or from the extreme South and Southwest to see what is furnished along this line and the rates for round trip tickets have been so reduced that it is about as cheap to travel as to stay at home!

Send to the General Passenger Agent at Chicago for a "Guide for Summer Tourists."

ALONE—but can a man be said to be really alone when he has his thoughts and an Esterbrook Steel Pen?

WORTHY Of Confidence.

AYER'S Sarsaparilla is a medicine that, during nearly 40 years, in all parts of the world, has proved its efficacy as the best blood alterative known to medical science.

SARSAPARILLA (extracted from the genuine Honduras Sarsaparilla) is its base, and its powers are enhanced by the extracts of Yellow Dock and Stillingia, the Iodides of Potassium and Iron, and other potent ingredients.

IS your blood vitiated by derangements of the digestive and assimilatory functions? Is it tainted by Scrofula? or does it contain the poison of Mercury or Contagious Disease?

THE leading physicians of the United States, who know the composition of AYER'S SARSAPARILLA, say that nothing else so good for the purification of the blood is within the range of pharmacy.

ONLY by the use of this remedy is it possible for a person who has corrupted blood to attain sound health and prevent transmission of the destructive taint to posterity.

THOROUGHLY effective renovation of the system must include not only the removal of corruption from the blood, but its enrichment and the strengthening of the vital organs.

RELIABLE witnesses, all over the world, testify that this work is better accomplished by AYER'S SARSAPARILLA than by any other remedy.

BLOOD that is corrupted through disease is made pure, and blood weakened through diminution of the red corpuscles is made strong, by AYER'S SARSAPARILLA.

PURIFYING the blood and building up the system require time in serious cases, but benefit will be derived from the use of AYER'S SARSAPARILLA more speedily than from anything else.

MEDICINE for which like effects are falsely claimed, is abundant in the market, under many names, but the only preparation that has stood the test of time, and proved worthy of the world's confidence, is

Ayer's Sarsaparilla,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.

Sold by all druggists: Price 1;
six bottles for \$5.

Catarrh—A New Treatment.

Perhaps the most extraordinary success that has been achieved in modern medicine, has been attained by the Dixon treatment for Catarrh. Out of 2,000 patients treated during the past six months, fully ninety per cent. have been cured of this stubborn malady. This is none the less startling when it is remembered that not five per cent. of patients presenting themselves to the regular practitioner are benefited, while the patent medicines and other advertised cures never record a cure at all. Starting with the claim now generally believed by the most scientific men that the disease is due to the presence of living parasites in the tissues, Mr. Dixon at once adapted his cure to their extermination; this accomplished, the Catarrh is practically cured, and the permanency is unquestioned, as cures effected by him four years ago are cures still. No one else has ever attempted to cure Catarrh in this manner, and no other treatment has ever cured Catarrh. The application of the remedy is simple, and can be done at home, and the present season of the year is the most favorable for a speedy and permanent cure, the majority of cases being cured at one treatment. Sufferers should correspond with Messrs. A. H. DIXON & SON, 305 King street West, Toronto, Canada, and enclose stamp for their treatise on Catarrh.—*The Globe.*

ILLINOIS.

American Journal of Education.

E. N. ANDREWS, Chicago..... { Editors
J. B. MERWIN..... }

ILLINOIS.

ILLINOIS COLLEGE, Jacksonville, recently had athletic and oratorical exercises on their campus. Nearly 5,000 people were present, and all united in a picnic in the grove. The exercises were in the nature of a jubilee over the progress of the institution during the past two years. Within that period nine buildings have been erected and an endowment fund, amounting to \$80,000, has been received by the college.

The late Henry Hitchcock, of Galesburg, Ill., willed about \$60,000 to Knox college.

An effort is being made to raise \$45,000 to establish a normal school at Decatur.

Barry High school, last month, graduated four young ladies with credit to all concerned.

Flora High school had six students in its graduating class last month—one of the graduates only was a young man. Are the young ladies walking off with the honors in Illinois?

Marshall High school, at its fourth annual commencement exercises last month, also had three graduates—all young ladies.

The Attorney-General, in an opinion given to State Superintendent Raab, says a postmaster whose annual salary exceeds \$300 may legally hold the office of member of a School Board in Illinois.

Illinois State oratorical contest of colleges, will be held at Lincoln in October next.

A LIVING GROWTH.

ALL our teaching must be vitalized with this idea, and all branches must be taught in this spirit.

Take, for example, geography. Nothing can be truer than that we have in this science the product of a living growth. There is not the smallest part of the science which is not the result of the ceaseless play of cosmic forces, and of the action of human intelligence on natural material. The outlines of the continents themselves—what are they but ever-changing lines, representing the momentary compromise of the land and ocean? At every moment the shape of the mountain is altered by the persis-

tent forces of cold, heat, moisture and dryness. Rivers seek for themselves new channels, and carve their beds into new depths and shallows.

When we come upon the domain of political geography—the constant aim to which all teaching in this department should gravitate—we have all the phenomena of the dividing lines of countries, cities, races, manufactures, agriculture and commerce. History and geography here overlap each other, and one can hardly tell on which domain he is treading, and here, as elsewhere, it is all a changing scene of the most active life, “the result of a living growth,” informed by the Divine Soul, and reaching ever onward.

Botany, zoology, physiology, geology, astronomy, all are outgrowths, to mention only a few of the sciences of which geography forms a part, and which must form a part of it in any permanent successful teaching of it.

PRIMARY READING.

WE think our young teachers will find the following suggestions of great value in interesting and vitalizing the reading lesson.

First begin with an oral lesson. Let it be so given that the child shall learn how to talk, and, at the same time, secure a distinct and accurate meaning of the word or sentence, and a distinct and correct enunciation and pronunciation of it.

The order and nature of the oral, or talking lessons, are given in the body of the book. To secure this understanding of the meaning, whenever it is practical, bring the object before the child and let his senses help teach it; and cultivate his language by letting him tell what he can about it. If the object cannot be present, do the next best thing—have

A PICTURE REPRESENTATION of it. And let the children talk about it, tell what it is, what they see in it, &c., &c. It is wonderful how many things children will learn to see and tell in a picture, as well as in nature around them. Encourage and help them to see and tell what they see.

Make an

OBJECT LESSON

of each picture in this book.

Children are very fond of pictures, and will take pleasure in looking for and bringing in pictures to illustrate the lessons. Encourage them to do so. It will increase their fondness for pic-

tures, “wake up” the minds, and cause the words and ideas of the lessons to make quicker and deeper impressions.

Have the

PICTURE REPRESENTATION

in cases, even where the object or idea denoted by the word or sentence to be taught, is well known to the child. When the object is not known to the child, and can neither be produced nor represented, omit the teaching to a later time. The child should not be compelled to learn words, to him, of no meaning—it would be worse than useless.

CORRECT PRONUNCIATION.

To secure correct articulation and pronunciation, the teacher must, habitually and specifically, give practical illustrations for imitation. Let his speech always be clear and correct. Spoken language is addressed to the ear, and the ear of the child must hear the sound his organs of speech are required to make. Children imitate readily, but not so readily do they follow rules.

HOW GIVEN.

The oral lessons should be given with reference to teaching words, and the proper use of language. The written lessons in this book, though intended for reading, are more especially for starting points—models for the exercises in oral language. Before and after teaching a lesson, enlarge upon it,—making, and having the children make, a large number of sentences, with similar construction.

WHAT this journal has done for the teachers of Missouri in increasing their wages \$19.62, it can and WILL do for the teachers of every other State if they will take hold and circulate it among the taxpayers and patrons of their schools.

WE learn with pleasure that the Woman's Christian Temperance Union, through Mrs. Mary H. Hunt, the superintendent of the educational department of this great organization, has made arrangements with the director of the Martha's Vineyard Summer Institute for a course of lessons and lectures on the effect of alcohol and narcotics on the human system, by Prof. A. D. Palmer, M.D., of the University of Michigan Ann Arbor. Five States have passed laws requiring this subject to be taught in the public schools. Teachers required to pass examination on this subject will here find an opportunity to qualify themselves while enjoying a delightful and inexpensive seaside vacation.

For further particulars, apply to Benj. W. Putnam, business agent of the M. V. S. I., Cottage City, Mass.

LAST month in the State of Illinois, one college had 9 men as graduates. Four universities, in their graduating classes, had 69 men and 17 women. Three seminaries had 18 girls as graduates. One Normal school, in its graduating class, had 10 women and 6 men. Ten high schools had 107 graduates, 80 of whom were girls.

LAND GRANTS.

HON. D. W. VOORHEES, in his great speech advocating federal aid for education, shows up the fallacy, folly and hypocrisy of those who are now trying to defeat this great movement. Of course if the teachers and others who, from a pride as foolish as it is false, were well posted, they would, in a quiet, earnest, efficient way, co-operate to secure the passage of the Blair bill, and so distribute among those who are doing so much to build a new and better Christian civilization a portion of the more than one hundred million of dollars lying in the United States Treasury useless and uncalled for. Our teachers need and deserve better wages, and steps should be taken to make the school terms nine months. On the part of land grants, Senator Voorhees said:

“Every sixteenth section of public land in the States admitted prior to 1848 and every sixteenth and thirty-sixth section of such land in the States and Territories since organized have been granted for educational purposes. The lands granted for educational purposes, both for common schools and universities, throughout the Union have amounted to nearly 100,000,000 acres. Yet I am told that the Government has not the power to aid the cause of education in the States. Why not the power?

Do you answer that lands can be granted, but not money? I had promised myself that I would not waste any time on that point. Money is no more a thing of value than land. One is a commodity as the other is. Money is worth only what it can be exchanged for, and so are lands; and when lands are donated it is with the express understanding that the State can exchange them at once for any other commodity, money or anything else, that will best promote the cause of education. I shall waste but little time on that point. According to this distinction between the donation of lands and the donation of money Congress has the power to grant the recently acquired Territory of Alaska to the several States for educational purposes, well knowing that the States would sell the Territory and apply the proceeds to their schools, but Congress could not have donated the seven millions to the States for school purposes which we paid to Russia for the Territory. Such a proposition only needs to be stated to be rejected.

I am amazed, it fills me with won-

der when I hear some of the arguments which have been advanced on this floor. There is not a year, nor a month, nor a week, nor a day since 1789 to the present hour in which the authority in this bill in one shape or another has not been the active policy of this Government for our own people as well as for other races. This policy fills all our history with its precedents, and the whole land with its blessings."

On page 6 of Hon. R. D. Shannon's official report, dated Jan. 3d, 1888, the average increase of the wages of every teacher in Missouri is officially stated to be \$19.62. We claimed it would pay our teachers *four fold* to circulate this journal—that is, that they would get four dollars for every dollar they invested. It seems they got \$19.62 for every dollar they invested. That pays!

DON'T DO IT!!

WAS it ye, merry editor, who wrote that spicy article on "Fence 'Em In?" Since reading it we have become alarmed about the safe return of our perigrinating professors.

Dreaming not of the danger, we carelessly allowed one of our best teachers—alas! he was a borrowed one!—to return to the parental roof and the bosom of his family in Missouri. We want him back to take charge of a summer normal school in July, but fear the editor of the *Democrat* has his eye on him. Leave a gap in the fence, won't you? He is so little he could squeeze through almost anywhere.

Then, jogging on his way to the National Teachers' Association, is the worthy president of a Texas college. He taught in Missouri fourteen years. Don't hedge him in! he may be a graduate from some other State.

"Possession is nine points in the law," so he is ours, now. No matter what institution "raised" him, Texas is proud to claim him.

Oh dear! the ladies, too, were in need of recreation and our own State is so vast we feared they would get lost if they took a vacation trip at home, so one went to Alaska and the other to the Carolinas. Will any State capture them, do you think?

Well, here is one comfort, no one can take from us the years of training Texas youths have received from these teachers who were "enticed" from their native land. Their stay among us has given Texas better teachers, orators, artists, historians and mathematicians. Don't put up the bars just yet, selfishness is not becoming.

We've lots of good teachers right here at home. You can find them "ready made" at the State Normal school, but a prophet is not without honor save in his own country, and when an earnest, whole-souled educator comes to us from abroad with

new ideas, methods and manners, he can do more to awaken thought and action than half a dozen who grew up under our very noses.

An interchange of commodities makes commercial life. Why not invigorate the educational element by an exchange of men who bear the stamp of different colleges? Must one be forever tied to the apron strings of his *Alma Mater*?

Who would break the soil, sow the grain, level the forests, span the rivers and build our western cities, if the fathers of the East did not allow their sons and daughters to overstep the boundaries of the home farms?

Teachers, as well as all other workers, must go where work is to be done—not necessarily where compensation, but *need* is greatest; where there is room to spread out and build up, and one may step from the beaten path without treading on another's toes.

Bottle up the energy, nerve or brains of your teachers and it will ferment and waste. "Fence 'Em In" and the bravest will climb over, the impatient break through and the sly little fellows creep under! Don't do it, my friend! Leave rail-splitting to the future presidents.

Live, wide-awake normals will honorably teach the required time in the required place, then they are free to paddle their own canoes on rivulet or river, and neither "barbed wire" or "hoss marines" can avail against them. ROSE-OF-TANGLEWOOD, of Texas.

LAST year Texas distributed \$1,500,000 for school purposes, which was about \$500,000 more than Illinois did for the same period. The State Superintendent is a lawyer and legislator. His legislative experience and knowledge has enabled him to get the school law in excellent shape for further progress.

Superintendent Foute has done and is doing a grand work. Houston high school has sixty students preparing for college, and the tests of scholarship are as rigid as those in Boston, or Albany, or Detroit, or Chicago and St. Louis. The people in Texas appreciate efforts made to develop their educational systems, and there is no better field for competent, energetic teachers.

RECENTLY the statue of John Marshall was unveiled at foot of the terrace stairway upon the west front of the Capitol, Washington, D. C. It is a bronze statue of heroic size, and is in honor of one who was Chief Justice of the United States Supreme Court from 1801 to 1836, and whose reputation was, that "he never turned his back upon a public duty or hesitated to maintain what he believed to be right," no matter how popular clamor might run.

TEXAS.

THE teachers of Texas have heard what we have been able to do with this journal for our friends in Missouri in the way of securing an average increase of wages to every teacher in the State of \$19.62.

They are ordering *this journal* in larger numbers than ever, sent to the patrons and tax-payers of Texas.

It will help the teachers to circulate this journal! We can also put our friends in the way of securing a few choice books, *very low* and very cheap, to start a library. Good books are always good company, you know, always refresh teacher, pupil and friend.

In fact the *Dallas Herald* says:

"We have been reading the AMERICAN JOURNAL OF EDUCATION with much interest and satisfaction. It is a journal of which any Texan may be justly proud. For securing the hearty co-operation of parents with teachers—for enlisting enlightened, devoted and thorough instructors, for affording a medium for the interchange of ideas and modes of teaching—for cultivating fraternal feelings among teachers—for elevating and dignifying the profession, and advancing the cause of education generally, this journal is doing an *incalculable amount of good*. Every family and every teacher in the State should take it and read it attentively, and give it such encouragement as its merits demand."

A DELIGHTFUL TRIP.

THE Texas delegation to the Teachers' National Association met at the office of the AMERICAN JOURNAL OF EDUCATION in St. Louis, July 7th, and on motion of Dr. Baldwin, of the S. H. N. I., Prof. Pattillo, of Texarkana, was elected Chairman, and Miss Steele, of San Antonio, Secretary.

On motion of Dr. Baldwin, the following resolutions were unanimously adopted; that

WHEREAS, Our delegation to the National Educational Association are highly pleased with the trip over the Texas & St. Louis Railway, and though in some cases competing lines offered us lower rates, our delegation preferred to travel over that line that is doing so much and promising more for the State of Texas; and,

WHEREAS, We found the road in excellent condition and the management such as to compel success, by reason of its low rates and its standing aloof from all pools and combinations, thus becoming truly "The people's line;" and,

WHEREAS, The managers are exceptionally affable and accommodating, and especially so the General Agent, Capt. J. H. Jack, whose untiring energy, management and great kindness would win success for any road; and,

WHEREAS, The "Captain" accompanied our party from Tyler, Texas, to St. Louis, and succeeded in making the trip every way delightful and pleasant, therefore, be it

Resolved, That we heartily thank him, and through him the Texas &

St. Louis Railway Company, which he represents; and be it further

Resolved, That our Texas people have good reasons to feel proud of the "Cotton Belt Route"—Texas & St. Louis Railway—and to rejoice in its prosperity; and be it further

Resolved, That in our estimation, its equipment and accommodations to passengers generally, are superior to those of many older lines, although it is a comparatively new line, and that the present efforts of the management will speedily put it in a commanding position; and be it further

Resolved, That a copy of these resolutions be sent to the press of St. Louis and Texas.

On motion, a resolution of hearty thanks was tendered to President Green, of the Fair Association; to Mr. S. H. Knight, of the Chicago & Alton Railway Company—to the company he represents, and to J. B. Merwin, Editor of the AMERICAN JOURNAL OF EDUCATION, for most pleasant attentions and courtesies extended.

After the above resolutions were adopted, the meeting adjourned to visit the Fair Grounds and several points of interest under the auspices of J. B. Merwin.

LAURA STEELE,

T. J. PATTILLO, Secretary.
Chairman.

The party spent Sunday and Monday in our city, and were highly pleased with the many points of interest they were shown. They are the leading spirits among the educational people of Texas. The delegation left via the Chicago & Alton R. R. this morning, under the charge of Dr. J. Baldwin, for Chicago and Madison. —[ED.]

THE world uses annually about 280,000 tons of sulphur. Six-sevenths of this amount is mined in Sicily, where 18,000 men and boys are employed in handling it. The raw sulphur in Italy varies in price from \$20 to \$23 per ton.

AMERICAN beef exported to England last year was 79,070,842 pounds, valued at \$8,160,769, which was 13,697,901 pounds and \$1,831,820 in value more than previous year.

THE African International Association, of which the United States government is a part, has made ninety-two separate treaties with native chiefs who live along the Congo river for 1,000 miles, and thus controls, in a commercial sense, the outlet for 900,000 square miles of fertile territory, or an area equal to Texas, Louisiana, Mississippi, Tennessee, Arkansas, Indian Territory, Kansas, Missouri, Kentucky, Illinois, Iowa and Nebraska combined. These States have a population of about 16,000,000 while the Congo district has 40,000,000.

\$19.62 for an investment of \$1.00 to circulate this journal shows a result that speaks for itself. There is still room for more investments of this kind with like results.

A GOOD POINT.

DR. H. H. MORGAN, who has held so long and so ably the position as Principal of the St. Louis High School, says:

"The attempt to divorce culture and literary effort from any concern with the actual lives of ordinary men and women is no longer hopeful. Admitting that there are still many who regard all forms of spiritual culture as the possession solely of well-born and well-fed people, it will hardly be claimed that this is the prevailing view of our best thinkers, or of our most intelligent Christians. Education, when successful, gives us intelligent men and women—these may also be ready reckoners, fluent talkers, or skilled in manipulation. But unless the child be educated as a child, and not as a votive offering to some particular calling, he will hardly owe much of his manhood to his school instruction, or justify the advocates of education in specialties. Bearing in mind that the vast majority of our people have always received and still receive their elementary education in the public schools, can any one say in all fairness, that the average intelligence, respect for law and good citizenship, is not superior to the average in any other country?"

WHO IS THE RICHER?

IF they praise in my presence the rich Rothschild, who gives from his thousands towards the education of poor children and the care of the aged, I am touched and praise him. But while I am touched and praise him, I involuntarily remember a wretched, poverty-stricken peasant family who received a poor orphan, a relation of theirs, into their miserable, tumble-down hut. "We will take Katy in," said the wife. "It will cost us our last penny; we shan't be able even to afford salt, to salt our soup with."

"Well, then, we will eat it unsalted," answered the peasant, her husband. Rothschild does not compare with this peasant.—*Ivan Tourgeneff.*

THERE is no State in which the bounteous gods Have not placed joy, if men would seek it out.

WITH real insight, not with verbal description, must instruction begin. Out of such insight develop certain knowledge. Not the shadow of things, but things themselves which work upon the mind and the imaginative powers are to lie ever near to the young. Place everything before the mind. Insight is evidence.

THE Pulaski County Teachers'

Association will hold its annual meeting in Richland, July 2d, 3d and 4th, this year.

It will be observed that we secure better work in the school room just in proportion as we increase the compensation of our teachers. Our teachers need to re-inforce themselves by reading, by travel, by lectures, by music, and by all other agencies which enrich the life and inspire the mind of the intellectual workers of the age.

Fresh, vigorous, strong men and women, intellectually and physically, are needed to teach and train the children of this age, for the new and larger duties devolving upon them. We must have great leaders to inspire a great people to follow them.

THERE is no business in which one would trust costly material to the hands of an apprentice who has not yet learned his trade. The waste would be too great. Why, then, should children be made the material for practice given in the hands of untrained teachers? Are not the time and efforts of childhood too costly to be wasted by unskilled teaching? In order to make school life as valuable as possible for each child, skilled teachers alone should have charge of education.

It is the function of Normal Schools to supply trained teachers.

CIVILIZATION rests upon the power to combine and form rational, social, and political systems, and this requires intelligence and moral sentiment; hence, the State, or a community has a right to establish and support the school, which has for its function the teaching of necessary facts, the training of the intellect and the inculcation of moral principles.—*E. H. Long, Sup't of St. Louis schools.*

LAST year there were 6,870 miles of steam railway constructed in the United States, and now there is 120,200 miles of railroad in this country.

MR. F. M. COLBURN, of the "Vandalla line," corner 4th and Chestnut streets, has "flung his banner to the breeze," and cordially invites all who would "escape to the sea" to take the direct route thither via the Vandalla, Panhandle and Pennsylvania Central to Cape May, Atlantic City, Long Branch, Manhattan Beach, Newport, Martha's Vineyard, Nantucket and All-Along-Shore. Hotel cars, quick time, steel rails, mountain scenery, sea air, good company, what more could be asked or granted?

MR. Colburn says, "If you cannot take in all these, let me give you a shorter trip, to the cool woods and lakes and splendid fishing of Northern Indiana, Michigan and Wisconsin. Through cars to South Bend, Indiana, to Pullman and to Chicago, and close connection on to Lake Superior, Mack-

inaw and the primeval pine forests of the North. Call, and I will tell you all about it." Office: Fourth and Chestnut street, St. Louis.

TWENTY PAGES this issue instead of "no paper," and it is a very live number, too, you will find as you read it over.

EVERY articulate force which emanates from man, whether it be words spoken, written or printed and read or heard, exercises upon the minds of men an influence either for or against the power that makes for righteousness.

BLAINE Agents wanted for Authentic Edition of his Life; Largest, Handsomest, Cheapest, Best; by the renowned historian and biographer, Col. Conwell, whose Life of Garfield outsold all others by more than 60,000 copies. This is the fastest selling book on earth to-day; some of our agents sell as high as 50 a day. Agents are making fortunes; new beginners are successful; \$4.25 made in one day by a lady agent; profits big; full particulars free, or send 25 cents to pay postage on FREE OUTFIT now ready, including large PROSPECTUS BOOK, and be first in the field. We sell all kinds of Campaign goods. Write to-day. Address **ELLIS PUBLISHING CO.,** 163 Randolph Street, CHICAGO, ILLS.

KEY RING AND CHECK, WITH NAME and address, postpaid, 20 cents, Silver. Agents wanted for my Door Plates, Checks, etc. **G. W. G. BALLOU,** COLUMBUS, N.B.

DYSPEPSIA.

Sedentary habits, mental worry, nervous excitement, excess or imprudence in eating or drinking, and various other causes, induce Constipation followed by general derangement of the liver, kidneys, and stomach, in which the disorder of each organ increases the infirmity of the others.

The immediate results are Loss of Appetite, Nausea, Foul Breath, Heartburn, Flatulence, Dizziness, Sick Headaches, failure of physical and mental vigor, distressing sense of weight and fullness in the stomach, and increased Costiveness, all of which are known under one head as **Dyspepsia.**

In every instance where this disease does not originate from scrofulous taint in the blood, **AYER'S PILLS** may be confidently relied upon to effect a cure. Those cases not amenable to the curative influence of **AYER'S PILLS** alone will certainly yield if the **PILLS** are aided by the powerful blood-purifying properties of **AYER'S SARSAPARILLA.**

Dyspeptics should know that the longer treatment of their malady is postponed, the more difficult of cure it becomes.

Ayer's Pills

Never fail to relieve the bowels and promote their healthful and regular action, and thus cure **Dyspepsia.** Temporary palliatives all do permanent harm. The fitful activity into which the enfeebled stomach is spurred by "bitters," and alcoholic stimulants, is inevitably followed by reaction that leaves the organ weaker than before.

"Costiveness, induced by my sedentary habits of life, became chronic; **AYER'S PILLS** afforded me speedy relief. Their occasional use has since kept me all right." **HERMANN BRINGHOFF, Newark, N. J.**

"I was induced to try **AYER'S PILLS** as a remedy for Indigestion, Constipation, and Headache, from which I had long been a sufferer. I found their action easy, and obtained prompt relief. They have benefited me more than all the medicines ever before tried." **M. V. WATSON, 162 State St., Chicago, Ill.**

"They have entirely corrected the costive habit, and vastly improved my general health." **REV. FRANCIS B. HARLOWE, Atlanta, Ga.**

"The most effective and the easiest physic I have ever found. One dose will quickly move my bowels and free my head from pain." **W. L. PAGE, Richmond, Va.**

"A sufferer from Liver Complaint, Dyspepsia, and Neuralgia for the last twenty years, **AYER'S PILLS** have benefited me more than any medicine I have ever taken." **P. R. ROGERS, Needmore, Brown Co., Ind.**

"For Dyspepsia they are invaluable." **J. T. HAYES, Meigs, Texas.**

AYER'S PILLS,

PREPARED BY **Dr. J. C. Ayer & Co., Lowell, Mass.** Sold by all Druggists.

Illinois Central Railroad

TIME TABLE.

STATIONS	Train 1, Daily except through sleeping car Chicago to New Orleans.	Train No. 3 Daily with sleeping car Chicago to New Orleans.
Leave Chicago.....	8:10 a. m.....	8:30 p. m.....
Arrive Effingham.....	4:40 p. m.....	3:15 a. m.....
Arrive Odessa.....	7:10 p. m.....	5:45 a. m.....
Arrive Centralia.....	7:35 p. m.....	6:10 a. m.....
Leave Centralia.....	10:05 p. m.....	6:15 a. m.....
Arrive Cairo.....	4:05 a. m.....	10:50 a. m.....
Arrive Martin.....	7:40 a. m.....	1:25 p. m.....
Leave Martin.....	10:40 a. m.....	10:15 p. m.....
Arrive Nashville.....	7:30 p. m.....	10:00 a. m.....
Arrive Milan.....	9:10 a. m.....	2:45 p. m.....
Leave Milan.....	11:55 p. m.....	3:30 a. m.....
Arrive Memphis.....	4:15 p. m.....	8:15 a. m.....
Arrive Jackson, Tenn.....	10:40 a. m.....	4:00 p. m.....
Leave Jackson, Tenn.....	10:45 a. m.....
Arrive Mobile, Ala.....	1:50 a. m.....
Arrive Grand Junction.....	12:45 p. m.....	6:00 p. m.....
Leave Grand Junction.....	6:22 p. m.....	6:22 p. m.....
Arrive Memphis.....	8:30 p. m.....	8:30 p. m.....
Arrive Jackson, Miss.....	10:45 p. m.....	3:31 a. m.....
Leave Jackson, Miss.....	5:40 a. m.....	5:40 a. m.....
Arrive Vicksburg.....	8:00 a. m.....	1:00 a. m.....
Arrive New Orleans.....	7:15 a. m.....	11:00 a. m.....

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (38½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:30 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:30 p. m.

NOTE—The close connection with the Mobile & Ohio Railroad at Jackson, Tenn., and the quick time we are thus enabled to make. Mobile passengers can secure sleeping car accommodations for Train No. 1 at DuQuoin, at 12:15 a. m., and again at Jackson, Tenn., direct for Mobile.

Respectfully, **A. H. HANSON,** General Passenger Agent.
THOS. DORWIN, General Northern Passenger Agent, Chicago.
C. E. RUSSELL, Traveling Pass. Agt., Chicago.
JOHN J. SPROULL, General Agt., New York.

Pretty as a picture. Twenty-four beautiful colors of the Diamond Dyes, for Silk, Wool, Cotton, &c., 10c. each. A child can use with perfect success. Get at once at your druggists. Wells, Richardson & Co., Burlington, Vt. 17-1f

EUREKA—I have found it—the panacea for all writers.—Esterbrook's Pens. Ask your stationer for them.

WHAT IS CATARRH?

From the Mail, (Canada), Dec. 15.

Catarrh is a mucous purulent discharge caused by the presence and development of the vegetable parasite amoeba in the internal lining membrane of the nose. This parasite is only developed under favorable circumstances, and these are: Morbid state of the blood, as the blighted corpuscle of tubercle, the germ poison of syphilis, mercury, toxemia, from the retention of the effete matter of the skin, suppressed perspiration, badly ventilated sleeping apartments, and poisons that are germinated in the blood. These poisons keep the internal lining membrane of the nose in constant state of irritation, ever ready for the deposit of the seeds of these germs which spread up the nostrils and down the fauces or back of the throat, causing ulceration of the throat; up the eustachian tubes, causing deafness; burrowing in the vocal cords, causing hoarseness; usurping the proper structure of the bronchial tubes, ending in pulmonary consumption and death.

Many attempts have been made to discover a cure for this distressing disease by the use of inhalants and other ingenious devices, but none of these treatments can do a particle of good until the parasites are either destroyed or removed from the mucous tissue.

Some time since a well-known physician of four years' standing, after much experimenting, succeeded in discovering the necessary combination of ingredients which never fails in absolutely and permanently eradicating this horrible disease, whether standing for one year or forty years. Those who may be suffering from the above disease should, without delay, communicate with the business managers, Messrs. A. H. DIXON & SON, 305 King Street West, Toronto, and get full particulars and treatise free by enclosing stamp.

Please mention this Journal in answering advertisements.



"A SKEWL MEETIN'!"

Drawn by our special artist, after Dr. Laws, with the preliminaries and preparations and the verbatim speech of "Parson Brooks," a plumb, powerful, hardshell.

"AGIN SKEWLS AN' EDUCATION."

OUR artist found one of 'em, you see, that could read, at least we insisted that he should, and he consented, though he claims he was altogether indebted to his imagination for the fact.

"I'm proud I've saw ye," said Parson Brooks to our artist. "In fact, this whole story of 'the Col.' and the Parson, a volume of over 100 pages shall be sent you, postpaid, in paper covers and this journal one year for \$1.00."

You get something of the flavor of the story from the following extracts, and if some of our other Missouri friends beside the Rev. Dr. Sphar Laws, President of the State University, and the "city chap" over by Lafayette Park, in St. Louis, find an old-time or a present portrature, they must not blame us, for these "scenes," all from actual life, and the story, too!

"THE next morning—it might have been "sun-up," or later, as a cloud rested on the eastern horizon—Missouri, sure enough, made her appearance, and was kindly introduced by Mrs. Payne to light household duty. It was arranged that her association should be, as her work naturally demanded, with other helpers or servants in the house; but that at night, when the children gathered to hear the story read before going to bed, Missouri should join them. This arrangement, Mrs. Payne assured her, would allow her to go home before it was really dark.

As the hour of two approached, Col. Payne put on his broad-brimmed hat and started for the school-house.

When he drew near to this seat of learning, he surveyed with curious interest a line of saddled horses and mules fastened to the fence, and an assemblage of plain-looking citizens engaged in ear-

nest conversation under a group of trees near the door. A short distance beyond, he discovered Parson Brooks waging a spirited argument with two other members of the district—a fact made evident by the vigor with which he operated his peculiar gesture. Not recognizing a single acquaintance aside from his clerical friend, the colonel sat under an isolated tree, and, taking his knife from his pocket, picked up a stick, and indulged in the provincial pastime that betrayed his origin.

A half-hour passed away before anyone entered the house. Some leading spirit suggested that it was time for business, and the sovereign citizens marched within—every man scrambling for the seat nearest the door. Another half-hour slipped by, during which plugs of tobacco were kindly handed around, pipes were charged and lighted, and a multitude of artistic designs were left on the floor. Finally a break occurred. William Carhart, or "Ly-in' Bill," as he was called, was elected chairman, and called the meeting to order. Another long pause followed, when Joe Fitzgerald stated that, according to notice, they were to decide upon the length of the next school term; and he moved that it be six months. Then there was much whispering and subdued talking, and shaking of heads. The chair announced the presence of a distinguished stranger from whom remarks would be gladly heard; but the stranger politely declined. Then a voice called for Parson Brooks; but he moved not. Another voice, and still another, until the whole assembly becoming vociferous, importuned the preacher; but he remained fastened to his seat.

"Git up and shell down, par-

son," shouted a bold yeoman "don't be afeerd."

The parson with dignified sloth, rose, posed, opened his mouth, and spake:

"I wudn't hev riz, Mister Cheer-man, ef the gintlemen hedn't tuck tew devilin' me with bein' afeerd. Parson Brooks is afeerd o' no man—not even the divil hisself. I reckon, Mr. Cheerman, yo' all knows how I stand on this yere subjick. I'm agin skewls an' edication. Afo' the waw, we hed peace an' plenty, an a thousan' cattle on a hill. We worked a leetle, an' some hed niggahs tew work fur 'em. Hit was a beyewtiful pictur'. But hits done spiled now. The niggahs is gone, and' ivery man must work fur hisself. An' what fur does a man work? What fur does yo' all throw the geahs on-tew the mewles agin sunup an' foller 'em 'twixt the plough helves all day threw the hot sun till agin sundown? Hits to make a crap, hain't it? Thin the cawn an' the side meat, an' the shouldrs thet yo' don't want fur yo'rselves tew eat, yo' sells tew them thet has money to buy and maouths tew feed. Hit's maouths tew chaw thet we want. Thet's all, gintleman. Now, sah, skewls is agin maouths. The chillern gits new idees in the skewls, an' they don't want no more cawn nor bacon. They wants geyewgaws, gintlemen, geyewgaws, and them's not raised in the field; they comes from the city, an' I reckon the divil makes 'em. Skewls ruins yore ma'ket, an' makes the po' farmer po'rer. They makes the chillern hanker after noice tricks; turns thar fingers white, an' they don't want to work no mo'. Ef I had my way, I'd blow the skewls all up hinto the a'r, tew the prince o' the powah o' the a'r thet they belongs tew. But ez the law compills fo' months, I'm fur gittin' shet of all I kin, an' I'll amind by makin' hit fo' months."

Great applause followed this outburst of conservative eloquence, in which demonstration the colonel, to his subsequent chagrin, found himself joining with great gusto. The amendment prevailed by a unanimous vote, and the parson was still great.

"THE proof of the pudding is in the eating," so says the old adage, and so the proof of the value of a medicine is the opinion of those who have used it. Thos. Bass, Sr., of Steelville, says, "I have used Prickly Ash Bitters in my family for 2 years for ailments of the kidneys, liver and bowels, and find there is no remedy equal to it."

PSALMS.

[REVISED.]

HEAR this, all ye people, and give ear all ye invalids of the world, Hop Bitters will make you well and to rejoice.

2. It shall cure all the people and put sickness and suffering under foot.

3. Be thou not afraid when your family is sick, or you have Bright's disease or Liver Complaint, for Hop Bitters will cure you.

4. Both low and high, rich and poor know the value of Hop Bitters for bilious, nervous and Rheumatic complaints.

5. Cleanse me with Hop Bitters and I shall have robust and blooming health.

6. Add disease upon disease, and let the worst come, I am safe if I use Hop Bitters.

7. For all my life have I been plagued with sickness and sores, and not until a year ago was I cured, by Hop Bitters.

8. He that keepeth his bones from aching from Rheumatism and Neuralgia, with Hop Bitters, doeth wisely.

9. Though thou hast sores, pimples, freckles, salt rheum, erysipelas, blood poisoning, yet Hop Bitters will remove them all.

10. What woman is there, feeble and sick from female complaints, who desireth not health and useth Hop Bitters and is made well.

11. Let not neglect to use Hop Bitters bring on serious Kidney and Liver complaints.

12. Keep thy tongue from being furred, thy blood pure, and thy stomach from indigestion by using Hop Bitters.

13. All my pains and aches and disease go like chaff before the wind when I use Hop Bitters.

14. Mark the man who was nearly dead and given up by the doctors after using Hop Bitters and becometh well.

15. Cease from worrying about nervousness, general debility, and urinary trouble, for Hop Bitters will restore you.

HORSFORD'S ACID PHOSPHATE, A Reliable Article.

Dr. E. CUTTER, Boston, Mass., says: "I found it to realize the expectations raised, and regard it as a reliable article."

DUNLEVEY'S N. Y. City Purchasing Co., P. O. Box 2593. We will furnish anything wanted or advertised in the U. S.; full information for stamps. Established 1857. This house is perfectly reliable and trustworthy. 17-7-17

CENTOGRAPH! FROM 100 to 300 copies printed from one writing, at the rate of 1,000 per hour. It requires no oratory or special effort to sell the Centograph. Send for descriptive circular. CENTOGRAPH MANUFACTURING CO., Box 653, Tyrone City, Pa. 17-7-1

RECENT LITERATURE.

ROBERT CLARK & Co., Cincinnati, send us Currie's Common School Education, embracing the principles and practice of common school education. By Rev. James Currie, M.A., Principal of the Church of Scotland Training College, Edinburgh. Author of "Early and Infant School Education," etc. 12 mo; 440 pages. Cloth, \$1.50. Prof. Soltan says this is one of the books we study from cover to cover. The work consists of three parts: 1st. A Manual of Principles, illustrating the Objects and Laws of Education in their connection with the Doctrines of Mental Science. 2nd. A Manual of School Management, treating of Organization, Discipline and the Art of Teaching. 3rd. A Manual of Method, showing how the Art of Teaching is applied to all the Branches which form part of Common School Education. We will send it, post-paid, for two subscribers and two dollars.

S. C. GRIGGS & Co., Publishers, Chicago, send us another of those delightful, practical and instructive works by Prof. Alexander Winchell, LL.D., of Michigan University, entitled "Geological Excursions; or the Rudiments of Geology for Young Learners."

Prof. Winchell says: "One lesson which I have learned from much experience is here applied. The beginner retains, as the result of his first course of study in any subject, a surprisingly small amount of available information." This is the author's first principle of procedure. His second is to enlist the senses and sentiments. Hence the method is essentially inductive. It also leads to the application of each item of knowledge in some useful or interesting relation, and seeks to awaken the thought of the learner. A large part of these "Excursions" have been used in actual trials by teachers, while yet in manuscript. The result encourages the hope that it may become instrumental in diffusing knowledge and appreciation of a branch of science as accessible as any, and as fruitful as any in results of high value in the industries and culture of modern civilization.

ARITHMETICAL AIDS, consisting of counters, materials for keeping store, and a pamphlet of explanations and suggestions, will prove a power in the hands of a bright, wide-awake teacher. The plans suggested open the doors to a large field of interesting operations, and offer many opportunities for progressive teachers to go ahead in their work and sustain a vital interest. It is a cute, intelligent and practical way of leading the child into mathematics. The indirect and side benefits arising from their use are many. We will send them, post-paid, with pamphlet and full explanations, for 30 cents. Published by Houghton, Mifflin & Co., Boston.

J. B. LIPPINCOTT & Co., of Philadelphia, Pa., send us "Lessons in Chemistry," by Wm. H. Green, M.D., Professor of Chemistry in the Philadelphia High School.

We have here a volume of 330 pages by a practical teacher, who says the object is to teach pupils "what chemistry is, what it has accomplished and what it can accomplish." The sixty-three chapters demonstrate all these points.

In a larger work, entitled *Elements of Modern Chemistry*, by Adolph Wurtz, translated by the same author from the *Fifth French* edition, we have a complete and exhaustive treatise of the whole subject, as M. Wurtz is, to-day, the acknowledged leader and teacher of this science in France. There are one hundred and thirty-two illustrations and a chapter on Chemical Energy and a brief history of Mendeleeff's Periodic Law have been added, making up to date perhaps one of the best books we have on this subject.

HOUGHTON, MIFFLIN & Co., of Boston, send us Warren Colburn's First Lessons in Intellectual Arithmetic, revised and enlarged.

It seems scarcely worth while to say a word for a book which, thirty years ago, had created a demand of over two millions of copies for itself. Prof. Colburn says, "that the pupils who were under his tuition made the book for him, and that he had only given attention to the questions they asked." Is there not a hint here for some of our teachers?

The remarks of Prof. George E. Seymour, of the St. Louis High School, as to the importance of this study, in our last issue, give new force in view of the results for promotion in this and other cities. Prof. Seymour said its real function as an educational device is more clearly recognized, and its real value as an important educative force is being felt and admitted by the leading educators of the land. Some of our large cities have already returned to the study, and many others are contemplating a speedy return to it. This is a good omen, and augurs well for the future of those schools whom wise management has restored so subtle and so powerful an agency in securing clearness of thought and that analytical skill so essential in the pursuits of many of the higher departments of knowledge.

Don't fail to read both the preface and the appendix. No advice is needed as to the intervening pages, but you will see that the real merits of the work are very inadequately set forth in the small advertisement of the book in another column.

CUPPLES, UPHAM & Co., of Boston, send us a new and charming book by Mrs. H. B. Goodwin, entitled, "One Among Many."

We wish a million young unmarried American girls would read this book during 1884. The year 1885 and all the succeeding years of their lives would be far happier if they would not only read the book but heed its teachings. What else or what other thing in this world is so blind as love. Here is an orphan girl, beautiful, intelligent, accomplished, an artist, a musician, with property and friends, with a brother to guard and advise, who tells her of the utter worthlessness of the vagabond who wishes to marry her, of his vile habits, and yet, "Honora" makes haste to throw herself away, and so becomes "one among many" whose life and prospects are blighted forever.

It is a sad and true story, but just such a one as ought to be written and read until our American women learn that character, and purity, and probity is as essential to a man as to a woman, and without it, whatever else there may seem to be, there is, in reality, nothing.

CHARLES DESILVER & SONS, of Philadelphia, Pa., the well-known publishers, send us a History of France and Normandy, from the earliest times to the year 1884. By W. C. Taylor, LL.D. This is a work of special value and interest, from the fact, that France is to-day, in point of industrial, scientific and artistic development the greatest nation of Europe, and the people are yet steadily advancing along the high road to social, commercial and moral improvement.

The study of history grows in importance every day, especially the history of those people who, by virtue of their superior attainments stamp their impress on the coming time.

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with views of important places, portraits of distinguished soldiers and civilians, and sketches of costumes worn in different ages.

We cheerfully and cordially commend this as one among the most interesting and important of the "Pinnock School Series" now being published by DeSilver & Sons.

JOHN BRIGHT'S picture graces the ever brilliant *Century Magazine* for July, and a portion of the history of "The Ku Klux Klan," by the Rev. D. L. Wilson, of Pulaski, Tenn., will astonish many people.

Then we have an exceedingly interesting but not very satisfactory paper on the "Scenes of Hawthorne's Romances." These romances are about as weird and wild and strange as some of the atrocities of the Ku Klux. There is a rebuke as strong as it deserves of the dishonesty prevailing in commerce and politics. Why not hold up to the fierce light and fiercer indignation of the public the names of those "leading capitalists" on which the following statement is made:

"The robbery—that is the word—remember, robbery of stockholders and bondholders by their own agents, has become a common practice—and some of our leading capitalists seem to make it their principal business!"

That is the indictment as it stands. Who are these "leading capitalists" that make robbery their leading business? Where is the law? Where are the courts? *The Century* is interesting, at least. Is there not ability and integrity and honor enough to bring these robbers to justice?

ST. NICHOLAS is as interesting and instructive in July as in December. There are a large variety of illustrations furnished for the thirty articles, covering nearly one hundred pages, and the young people seem to think that "old folks" ought to let them have *St. Nicholas*. The fact is, if the editor does not make it less interesting (and they do not seem at all inclined to do this) we shall have to take two copies, or keep the one copy away from the children until the "old folks" have read it. It is the first business done at our house when it comes.

WIDE-AWAKE for July comes promptly and it is altogether a wholesome, interesting strong number—strong in its matter and manner, in its prose and poetry and especially so in its illustrations.

"A Brown Girl" grows in power with each succeeding issue, and it has now got into one of those "pop-goes-the-weasel families that everything happens to," and Loto is now going to raising fruit to educate her brother and support the family too.

D. APPLETON & Co., of New York, send us two elegantly printed and bound volumes, entitled "Course de Lecture et de Traduction." The two volumes are, however, distinct, and are sold separately when so ordered. Volume I. is designed for those beginning French, while Volume II. is for more advanced students, and will supply the needs of those who have completed the first volume, and desire to continue the study.

The Atlantic Monthly, for July, Vol. liv, No. 321.

The Atlantic, you know, is a magazine of "literature," in the first place, Simon-pure, and holds on steadily its way, as you see, half-way through volume fifty-four; no illustrations; it has need of none. *The Atlantic* has flavored the land for twenty-five years past with that sort of literature which makes the salt of its ocean name-sake—a savor of life unto life for the Western continent. In this department it is strong enough to stand an article every now and then from Richard Grant White, and that, perhaps, is the strongest test an American magazine has ever had to encounter and live.

The Atlantic is also a magazine of

"science." It is a magazine of "art." More than this, and in addition to all these, *The Atlantic* is a magazine of "politics." In all these departments it is so strong that it dispenses altogether with illustrations, and yet its constituency is ever growing, ever enlarging. We have never missed reading an issue from the first number down to the last, and we strongly and cordially commend it to those who, in either literature, science, art and politics, would secure the best.

LITTELL'S LIVING AGE.—The numbers of *The Living Age* for June 7th and 14th, contain *The Chronicle* of James I. of Aragon, *Edinburgh*; Cardinal Newman, and Some Neglected Periods of History, *Contemporary*; Frederick Denison Maurice, *Nineteenth Century*; Possibilities of Balconing, *Fortnightly*; The Mad Czar, and The Courts of Three Presidents, Thiers, McMahon, Grey, *Temple Bar*; In a Great Town Hospital, *Macmillan's*; "John Bull et son Ile" in the Sixteenth Century, Irish Love and Laughter, The Princess Alice, and The Original Americans, *Spectator*; The Juggernaut, *Peoples of the World*; The Source of the Jordan, *Quiver*; with installments of the "Baby's Grandmother," "An Episode of Circle Valley," "May Abbot's Tryst" and "Interlopers at the Knap," and poetry.

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SOME suggestions for the improvement of the existing jury system, presented by Judge Robert C. Pitman in the *North American Review* for July, under the title of "Juries and Jurymen," should, in view of recent notorious miscarriages of justice, receive the serious consideration of every thoughtful citizen. "American Economics," by Prof. Van Buren Denslow, is a lucid and forcible exposition of the grounds upon which the protection theory of national economy is based. Judge Noah Davis writes of "Marriage and Divorce." Charles T. Congdon writes of "Private Vengeance," and there is a symposium on the "Future of the Negro," by Senator Z. B. Vance, Frederick Douglass, Joel Chandler Harris, Senator John T. Morgan, Prof. Richard T. Greener, G. J. S. C. Armstrong, Oliver Johnson, and others.

THE penmanship specimens in Barnes' New National Readers, now in press of A. S. Barnes & Co., show the marked tendency of the times in the direction of a simple, chaste style of penmanship.

MRS. A. S. BARNES & Co. publish "A Practical Book-keeping," by Millard R. Powers, of Chicago, which is brief in form and unexcelled in fitting the pupil for the demands of mercantile business.

A. S. BARNES & Co., of New York, announce the early publication of "The Elements of Morality," by Prof. Paul Janet, member of the Institute, author of "The Theory of Morals," "Final Causes," etc., translated by Mrs. Prof. Hiram Corson, Cornell University.

It will be published in time for the opening of the fall session of colleges, academies and high schools. The book treats the subject in a popular manner, and is highly recommended by President White, of Cornell University, the Rev. Dr. Lyman Abbott, and others.

THE Christian Publishing Company, of St. Louis, send us *The Reporting Style of Short-Hand*. A new Stenographic Text-Book. By Eldon Moran,

of the State University of Iowa School of Short-Hand, Iowa City.

The progress of every new science is impeded by the necessity of learning its principles from crude and unmethodic instruction books. Short-hand has had to contend with this disadvantage. But the system and method of teaching are being constantly improved, and a concise and logically arranged instruction book cannot but be welcomed by the public.

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The author has had twelve year's experience as verbatim reporter, and was at one time stenographer for the Federal Court, presided over by Judge Gresham, now Post-Master General. The engraving is excellent, and the mechanical execution of the book admirable. Price, \$1.50.

ELDRIDGE & BRO., Philadelphia, send us a beautiful book (they never send any other kind) entitled, First Lesson in Physiology and Hygiene, with special reference to alcohol, tobacco and other narcotics.

The object is to present concisely, clearly and in logical order, the most important facts in physiology and hygiene. The chapter on alcohol, tobacco and other narcotics, the author says, will be found to be in strict accord with the teachings of science.

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If you send to the publishers, D. Lothrop & Co., for a sample copy or a catalogue of their books, you will thank us again for giving you another permanent source of profit and pleasure.

THE Art Interchange of June 19th contains designs for fish dish and a half dozen fish plates. A design in color for sofa pillow decoration, by the Boston Society of Decorative Art, is also to be given. A unique design of oak leaves and acorns, for the larger dishes of dinner service, and an exquisite woodland scene, "The Ruined Abbey," by Lalanne, are also to be found in this issue. Published by William Whitlock, 140 Nassau street, New York. \$3. per year.

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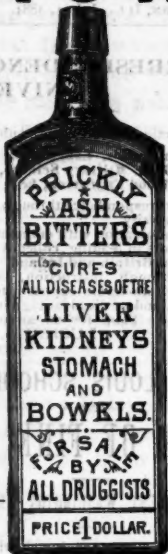
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THE school year just closing marks an era in educational history of Texas. A constitutional amendment was adopted, pledging the State to sustain the public schools by State funds for six months annually, besides giving the right of local teachers to extend the term.

A new school law was adopted, providing for State and county supervision, establishing Normal Institutes, and providing for the division of counties with school districts, similar to the township district system of Indiana.

Graded schools have been established in most of the cities and towns of the State.

The State Normal School at Huntsville, under the charge, for the past three years, of Pres. J. Baldwin, formerly of the Clarksville, Mo., Normal, is rapidly growing in efficiency and popularity. The graduating class just sent out numbered 110, representing every section of the State.

HON. B. M. BAKER, State Superintendent of Public Instruction, in Texas, states that at the summer normal schools examinations for teachers' certificates will be held on July 30th and 31st and August 1st. A summer normal certificate is valid for two years, and exempts the holder from county examinations. No person will be entitled to apply for one of these certificates who has not attended the institute and subjected himself or herself to its regulation for fifteen days during the term.

The law expressly provides that it shall be the duty of teachers to attend these institutes, and county judges are requested to call the teachers of their respective counties together at an early day and urge them to comply with the law.

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PROF. C. M. WOODWARD, of the Manual Training school of Washington University, said, at the graduating exercises the other day, that:

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it is full of interest. The Chicago Manual Training school, closely resembling this, is in successful operation. With an abundance of means and under enthusiastic management, this neighbor of ours bids fair to soon become a most worthy rival. Baltimore has opened a high school, which is a manual training school modeled on our plan. Boston has made a beginning in the public schools and is sure to make rapid development. The Massachusetts Institute of Technology has for some years had a small annex resembling this school and its influence has been great. Philadelphia, Cleveland and Toledo will soon have public and free manual training schools.

HON. B. M. BAKER, State Superintendent of Public Instruction, has arranged for a splendid series of State summer normal schools for the thirty-one districts of the State of Texas. Able and experienced teachers have been secured as conductors. These schools are to open July 7th, 1884, and great good must result to both the teachers and the people from these gatherings.

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LOUISIANA American Journal of Education.

GEO. D. ALEXANDER, Minden, La., Editors.
J. B. MERWIN,

MOVING UP.

THE *Shreveport Times* says "The Louisiana Educational Society, of New Orleans, and the Louisiana Educational Association, organized at Homer last summer, prove the deep interest taken by many distinguished men of the State, in the cause of education. It is a hopeful sign of the times to witness the cordial co-operation of the friends of education with the efforts of these organizations.

"To accomplish the chief objects of these organizations, we must begin at the foundation to make the necessary reforms, and complete the structure.

"That foundation is the teacher. Unless the teachers are thoroughly competent and eminently fitted for the work, then all our efforts will result in mere frothy declamation.

"How are we to obtain these teachers? We certainly cannot obtain them from other States, for the pitiful salaries paid the public school teachers of Louisiana would not attract the lowest grade teacher of any other State to emigrate here.

"The only remedy for this evil is to educate our teachers at normal colleges, forming the nucleus of a corps, which can be increased annually to the ability of the State to prepare them, and the demand for them.

"The hand-writing is on the wall, which interpreted, means that woman is destined to become almost the exclusive teacher in all public schools. At this time, throughout the east, north and west, at least 95 per cent. of the teachers in public schools are women."

HOW TO DO IT.

THE following practical suggestions to the Legislature of Louisiana are made by one entirely conversant with the wants and needs of the State and should not only command attention, but secure action at this session of the Legislature.

The plan is to have the State defray the expenses of the board and tuition of a young woman from each parish for two years at a normal female college, the young women to be selected by a public competitive examination to be held by a Board of Examiners appointed by the school commissioners of each parish. Her age must be between 18 and 28 years, and her scholarly qualifications to be such as to enable her to complete the prescribed course in two years. As no distinction should be made in the races it would require two separate colleges.

There are 58 parishes in the State; one white and one colored young woman from each parish would give a total of 116 to be prepared every two years for teachers in the public schools of their respective parishes.

When admitted to the college each young woman, in matriculating, should be required to sign a written promise of honor to teach, after she graduates, two years in the parish from which she was appointed, and she shall receive the same salary as paid to other public school teachers.

It is a reasonable estimate to place board and tuition at \$200 each, per scholastic year of 40 weeks, and this would require the sum of \$23,200 to meet the expenses of the two colleges. The agent of the Peabody fund would contribute some \$3,200 towards defraying the expenses, which would leave a balance of \$20,000 to be met by the State.

In order to have a class of graduates yearly instead of biennially, one-half of them appointed the first year should possess the scholarly qualifications to graduate at the close of the first session, and the other half at the close of the second session. Thus after the first year, there would be fifty-eight appointed to take the place of the fifty-eight graduates.

The diploma of the graduate should be a life certificate to teach in any parish of the State without an examination by parish boards.

To obtain this diploma would be a strong inducement to those desirous of making teaching their life profession to become competitors for admittance to the college.

A REMEDY.

THE *Shreveport Times*, Louisiana, states the condition of things in that State and then wisely suggests the remedy for the defects pointed out. It is easy to find fault. Many people do this and stop there.

We like to have the remedy suggested.

Here you have it. The *Times* says, that Louisiana should keep pace with that advance education pursued in other States. The very life and support of the public school system of those States which have taken the lead is the NORMAL SCHOOL. Pennsylvania, Missouri, Texas and California are examples of the powerful effect produced by educating a corps of teachers by the State.

The testimony of every board of school examiners will corroborate and prove our assertions, that by far the largest per cent of teachers who are examined by them for obtaining certificates, are unqualified for the positions of teachers. Not that they are destitute of sufficient intelligence and moral qualities, but that they have neither been taught how to teach and what to teach, nor have they been trained in modes of discipline, and instructed as to what is true education.

A normal college not only prepares teachers, but it fits the student for any avocation of life. Whatever is taught has common sense as its basis. "It teaches in the most practical manner and by the shortest line; the natural method to enable the student to involve his will power; the ability to do something with mind, muscle and heart; methods which will enable her to get control of all her powers, and to use them for whatever her hand and the world may find for her to do."

Normal methods of instruction mean common sense—an education not for the mental alone, but for the social and moral.

WE shall hope to do as much for the teachers of Louisiana as we have done for those in Missouri. We can do more if they will take hold and circulate this journal among the people.

The teachers deserve the increase of \$19.62 in their wages, and scattered over all the taxable property of the State, the amount to each taxpayer is so small as to be almost beyond the power of ordinary people to figure the right per cent. We hope it will be paid.

Officeholders.

THE office held by the Kidneys is one of importance. They act as nature's sluice-way, to carry off the extra liquids from the system and with them the impurities both those that are taken into the stomach and those that are formed in the blood. Any clogging or inaction of these organs is therefore important. Kidney-Wort is Nature's efficient assistant in keeping the kidneys in good working order, strengthening them and inducing healthy action. If you would get well and keep well, take Kidney-Wort.

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PROF. THOMAS CRAWFORD has been again unanimously re-elected Superintendent of Schools in the city of Malvern, Ark., and that, too, at a considerable advance of salary. He bids fair to do a work as important for Arkansas as he did for Illinois. Prof Crawford took with him an enviable reputation as a teacher, a gentleman and a scholar. He is a first-class organizer and the report of the committee on the work he has already accomplished in Malvern is all that could be asked. Let the parents and people co-operate with him and he will make the schools of Malvern equal in all respects to those of Little Rock or any other place. We congratulate all parties in interest, in the good work done and the sure promise of larger results in the future.

DESOTO, Mo., is to have an institute with thorough work, good music, good speeches and a new and stronger interest in education on the part of the people.

THANKS to our friends for their more than kindly invitation to meet them at the Institutes, to be held during July and August. Nothing would give us more pleasure than to accept, but there are only sixty-two days in July and August and there are over two hundred and fifty invitations to make addresses in these sixty-two days. Is it not better to work, on and work up public sentiment through this journal, so that the taxpayers will not only continue the average increase of wages of \$19.62 to every teacher, but to double this. We think so. We think we can do more for the teachers and more for the cause of education in this way than in any other.

WOULD it not pay the more than 20,000 teachers of Illinois to take hold—each one of them—and circulate copies of this journal? It costs but \$1.00 per year, and we have helped materially to secure an average increase of wages of \$19.62 for every teacher in Missouri. We know it will pay the teachers everywhere to circulate it. We have demonstrated that fact.

THE normal institute of Carroll county, Mo., will open at Carrollton August 4th and close August 15th, 1884. It is designed to make the institute a model training school, so conducting each recitation as to present the best methods and class tactics. Public examinations August 14 and 15. School officers and friends of education specially invited to be present.

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NEBRASKA will hold about twenty county institutes during July. County Superintendent Hake says:

"I receive and read the AMERICAN JOURNAL OF EDUCATION regularly and carefully. To me it is the most welcome, helpful and inspiring visitor in the educational world, and has been since 1889. It is brim-full every issue of able editorials on the most important educational topics of the day. Our teachers and school officers ought to take it and read it and keep it on file as I do, for constant consultation."

"It has done more for the pecuniary interests of teachers in Nebraska and other Western and Southern States than all the other educational journals put together."

We can do as much for the 5,000 teachers of Nebraska as we have done for those in Missouri. This journal costs but \$1.00 per year, and we put an average increase of wages of \$19.62 into the hands of every teacher in Missouri. We hope each teacher in Nebraska will help us, to help them as much, by circulating this journal.

THE California Democrat says:

"The teachers' institute has, in all respects, met and more than met the highest expectation of those who were interested in it. Conductor Parsons, although to the minds of some a little strict, yet by the very superior methods of imparting instruction, the result of deep insight and hard study, and his admirable system for the regulation of the whole work of the school room, proves him to be a most excellent choice as an institute conductor. A committee was appointed to secure his services for another session next month."

PROF. C. H. DUTCHER, of the Warrensburg normal school, goes into the harness again for institute work at Boonville, Cooper county, July 28th. They are always sure of an interesting and profitable institute at Boonville, for it is an educational center and the professors there, the people and the teachers of the county fill the largest halls to overflowing.

WYMAN'S Institute at Upper Alton, Ill., has already achieved a marked success. The number is strictly limited to fifty boys. The exhibition drills, horsemanship and other exercises drew a large crowd of greatly pleased spectators, who were furnished a special train from St. Louis. A new department of vocal and instrumental music and the modern languages will be added. Prof. Wyman provides ample and strictly first-class accommodations for all accepted students.

PROF. J. W. STEWART and School Commissioner Dudley will enter upon the third consecutive year of their labors in the Richmond schools July 7, 1884.

PUBLISHER'S NOTES

A HAPPY choice was that made last week by the Directors of the National School of Education and Oratory in Philadelphia, when they elected Dr. Edward Brooks to be President of the Faculty of that institution, to succeed the late Professor J. W. Shoemaker. Dr. Brooks was for many years president of the Pennsylvania State Normal school, at Millersville, and has a national reputation as the author of numerous valuable text books.

HAY FEVER is a type of catarrh having peculiar symptoms. It is attended by an inflamed condition of the lining membrane of the nostrils, tear-ducts and throat, affecting the lungs. An acrid mucus is secreted the discharge is accompanied with a burning sensation. There are severe spasms of sneezing, frequent attacks of headache, watery and inflamed eyes. Ely's Cream Balm is a remedy founded on a correct diagnosis of this disease and can be depended upon. 50 cts. at druggists; 60 cents by mail. Sample bottle by mail 10 cts. Ely Bros., Druggists, Oswego, N. Y.

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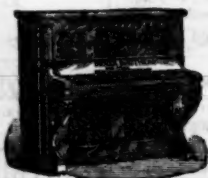
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